





STATE NORMAL SCHOOL, STEVENS POINT, WIS.

CATALOGUE

OF THE

STATE NORMAL SCHOOL

STEVENS POINT, WISCONSIN

SECOND YEAR

1895-1896

MILWAUKEE, WIS.  
BURDICK, ARMITAGE & ALLEN, PRINTERS  
1896

## BOARD OF REGENTS

OF

### NORMAL SCHOOLS.

#### EX-OFFICIO REGENTS.

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STATE SUPERINTENDENT J. Q. EMERY.

#### TERM ENDING FEBRUARY, 1897.

JAMES O. RAYMOND, - - - - - Stevens Point.  
A. E. THOMPSON, - - - - - Oshkosh.  
CHAS. PITTELKOW, - - - - - Milwaukee.

#### TERM ENDING FEBRUARY, 1898.

W. A. BROWN, - - - - - Marinette.  
EDWIN D. COE, - - - - - Whitewater.  
FRANK OSTRANDER, - - - - - Superior.

#### TERM ENDING FEBRUARY, 1899.

EDWARD BALLARD, - - - - - River Falls.  
JOHN J. FRUIT, - - - - - La Crosse.  
JAMES JENKINS, - - - - - Platteville.

#### OFFICERS OF THE BOARD.

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A. E. THOMPSON, Vice-President, - - - - - Oshkosh.  
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## FACULTY.

THERON B. PRAY, President,  
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*Physical Sciences.*

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*Drawing.*

MISS SOPHIA LINTON,  
*Vocal Music.*

MRS. IDA A. ELLIOTT,  
*Geography, Assistant in English.*

#### MODEL DEPARTMENT.

MISS FLORA E. STEWART,  
*Principal, Grammar Grade.*

MISS FRANK QUINN,  
*Principal, Intermediate Grade.*

MISS JENNIE REBECCA FADDIS,  
*Principal, Primary Grade.*

MISS ISABELLE PATTERSON,  
*Librarian and Clerk.*

PETER KELLY,  
*Janitor.*

\*Resigned, January 24, 1896.  
†Since January, 1896.

## STUDENTS.

## SENIORS.

Name.	Post Office.	Months Experience in Teaching.
*Bremmer, Edith,	Stevens Point,	16
*Clements, John T.,	Stevens Point,	0
*Everts, Leslie S.,	Rice Lake,	0
*Perry, Herbert S.,	Merrillan,	46½
Phillips, James E.,	Medford,	8
*Stewart, Nettie,	Stevens Point,	3

## JUNIORS.

*Agnew, Mary L.,	Stevens Point,	8
*Alban, Earl C.,	Stevens Point,	4
*Almy, Hugh C.,	Necedah,	12
Arnott, Lillian,	Arnott,	100
*Ashmun, Margaret,	Rural,	27
*Barker, Ethel A.,	Stevens Point,	0
*Barker, Jesse U.,	Stevens Point,	0
Beck, J. D.,	Avalanche,	64
Blencoe, Guy,	Alma Center,	9
*Boreson, Jennie M.,	Stevens Point,	0
Brickels, Louisa H.,	Auburndale,	17½
*Cate, Walter S.,	Stockton,	0
*Dunegan, Anna M.,	Stevens Point,	0
*Eldredge, Sadie H.,	Stevens Point,	0
*Frohmaner, Elmer W.,	Clifton,	16
*Fuller, May,	Stevens Point,	0
Gardner, Henry L.,	Liberty Pole,	60
*Hamacker, Edith,	Stevens Point,	2½
*Hamilton, Jay S.,	Cumberland,	21
*Hart, Nellie M.,	Eau Claire,	31
Hill, M. O.,	Viroqua,	125
*Howe, Sarah,	Stevens Point,	0

\* Free High School Graduate.

Name.	Post Office.	Months Experience in Teaching.
*Johnson, Martha J.,	Eau Claire,	6
Larkin, Andrew L.,	Tomah,	27
*Latham, Mary E.	Buena Vista,	38
*Lewis, Ada E.,	Stevens Point,	0
*Marshall, Eva,	Stevens Point,	0
*Mitchell, Clara Belle,	Stevens Point,	0
*Myers, Mame E.,	Baraboo,	7
*Neuman, Alma M.,	Stevens Point,	0
*O'Brien, Edwin T.,	Eau Claire,	8½
*Olsen, Anna A.,	Rice Lake,	21
*Olsen, Caroline,	Rice Lake,	16
*Pratt, Mabel,	Plainfield,	0
Pray, Allan T.,	Stevens Point,	0
Pray, Florence A.,	Stevens Point,	0
Priest, Ezra F.,	Loyal,	160
*Roberts, H. Ruth,	Dodgeville,	0
Scott, Ethel,	Stevens Point,	0
Scott, Edwin I.,	Cushing,	70
*Spaulding, Emily C.,	Stevens Point,	0
*Stevens, Elizabeth M.,	Eau Claire,	0
*Webster, Genevieve,	Stevens Point,	3
*Wheelock, Lydia,	Stevens Point,	0

## SECOND YEAR.

Alban, Floyd L.,	Stevens Point,	2
Appleton, Rose I.,	Appleton,	28
Baker, Joseph H.,	Plover,	0
*Bandli, Christine,	Rice Lake,	18
Bradford, William,	Stevens Point,	0
*Bruemmer, Christ H.,	Kewaunee,	0
Burns, Anna,	Lone Pine,	80
Cate, Georgeana,	Stevens Point,	0
Culver, Will W.,	Stevens Point,	0
Curran, Florence C.,	Stevens Point,	0
Cushing, Esther L.,	Portage,	6
Dowsett, Arthur,	Stevens Point,	0
*Dwinell, Allie M.,	Stevens Point,	6

\* Free High School Graduate.

Name.	Post Office.	Months Experience in Teaching.
Eckels, Minerva I.,	Buena Vista,	28
Frawley, Thos.,	Curran,	55
Fulton, Kate R.,	Stevens Point,	21
Furro, Mary,	Stevens Point,	0
*Gage, John M.,	Packwaukee,	9
Graham, Grace,	Eden,	45
*Grimm, August,	Two Rivers,	26
Gunderson, Oscar,	Iola,	30
Hanifin, Nellie C.,	Kilbourn City,	38
*Hatz, Anna B.,	Bangor,	28
Heidka, Carolyn M.,	Clintonville,	0
*Henry, Thomas A.,	Viroqua,	28
Hill, J. O.,	Delton,	29
Jeffers, Ellen M.,	Sheridan,	19
Johnson, Thos. R.,	Black River Falls,	0
Jones, Elizabeth,	Baraboo,	42
Keir, Grace M.,	Liberty Pole,	9
Kuenne, Osmar,	Medford,	54
Lees, John M.,	Gilmantown,	9
Lombard, M. Maude,	Amherst,	9½
McDowell, Anna,	Montello,	33
McGregor, Belle G.,	Hancock,	15
Manz, Henry O.,	Waumandee,	19
Martin, Effie H.,	Stevens Point,	70
Mathe, John,	Almond,	0
Meehan, Norah I.,	Milwaukee,	0
*Miller, Harry C.,	Grand Rapids,	0
*Miller, Joseph C.,	Kewaunee,	0
*Monahan, Anna Cecil,	Tunnel City,	17
*Mudroch, John W.,	Tisch Mills,	27
Muir, Estella,	March,	0
*Nelson, Nellie E.,	Stevens Point,	13
Packard, George H.,	Plover,	0
*Packard, Josephine,	Stevens Point,	20
Parkhill, Frances,	Stevens Point,	0
Parkhill, Hattie B.,	Stevens Point,	68
*Peterson, Harvey O.,	Colfax,	0

\* Free High School Graduate.

Name.	Post Office.	Months Experience in Teaching.
Reed, Katherine,	Springville,	6
Rogers, Mabelle,	Stevens Point,	0
Scott, Louise,	Stevens Point,	0
Stevenson, Hattie M.,	Chaseburg,	65
Stuart, Edna R.,	Stevens Point,	0
Welch, Kate E.,	Stevens Point,	39
*Weller, Mae M.,	Amherst,	13
Wright, Anna D.,	Stevens Point,	35
FIRST YEAR.		
Allen, Ethel,	Loyal,	2
Allen, Freeman,	Loyal,	0
Allington, Mamie,	Parfreyville,	0
Alme, Emma,	Nelson,	26
Ambrose, Mary,	Stevens Point,	0
Appleton, Earl W.,	Appleton,	0
Arneson, Gunilda,	Stevens Point,	0
Atwood, Myrtle,	Grand Rapids,	7
Bacon, Anna L.,	Plainville,	17½
Bauch, Emil H.,	Hamburg,	6
Beach, Roy W.,	Plainfield,	0
Beaver, Mary E.,	Sherry,	12
Beck, Willie,	Stevens Point,	0
Booth, De Ette,	Colby,	0
Bunge, Clara,	Pittsville,	11
Cannon, Elbert A.,	Marcellon,	8
Carr, Challiss,	Stevens Point,	0
Cass, Queenie,	Towerville,	20
Cate, Howard F.,	Stevens Point,	0
Chandler, Georgia M.,	Stevens Point,	0
Clark, John F.,	Stevens Point,	0
Clark, Owen,	Stevens Point,	0
Corcoran, Grace M.,	Stevens Point,	0
Cowan, Wayne F.,	Almond,	0
Cowles, Villa,	Stevens Point,	0
Dawson, Alice,	Custer,	48
Dewane, Cornelius E.,	Curran,	18
Dewane, Lizzie,	Curran,	16

\* Free High School Graduate.

## STEVENS POINT

Name.	Post Office.	Months Experience in Teaching.
Dignum, Will H.,	Stevens Point,	0
Doolittle, Daisy,	Stevens Point,	0
Downey, May M.,	Milwaukee,	23
Drury, C. J.,	Casco,	26
Elliott, Viola,	Saratoga,	30
Else, Myrtle,	Stevens Point,	0
Emerson, Ollie E.,	Plover,	85
Everson, Mrs. G. M.,	Stevens Point,	20
Fernholz, John J.,	Arcadia,	20
Finch, Merle,	Stevens Point,	0
Finch, Thomas,	Stevens Point,	0
Forsythe, John,	Stevens Point,	0
Forsythe, Lavina A.,	Stevens Point,	0
Frohmader, Anna,	Clifton,	99
Fryar, Grace M.,	Amherst.	78
Gardiner, Elizabeth A.,	Spencer,	19
Gardiner, Florence E.,	Stevens Point,	0
Godfrey, Ella A.,	Sheridan,	14
Grady, Edith M.,	Chippewa Falls,	3
Gray, Mary,	Stevens Point,	0
Gray, Nellie,	Stevens Point,	0
Green, Matie L.,	Stevens Point,	0
Gwin, Paul,	Loyal,	0
Haakenson, O. J.,	Chimney Rock,	0
Hanson, Robert M.,	Waupaca,	15
Harrison, C. J. E.,	Tusten,	30
Heffron, Lizzie I.,	Stockton,	9
Hendrickson, Martha,	Dorchester,	21
Hetzel, Edith,	Almond,	0
Hetzel, Mabel,	Almond,	4
Hetzel, Sophia,	Almond,	0
Higgins, Edward G.,	Custer,	13
Horton, Mamie,	New Rome,	0
Horton, Nellie,	New Rome,	15
Horton, Walter T.,	New Rome,	0
Hull, Frank G.,	Stevens Point,	0
Ingham, Gena,	Stevens Point,	0
Johnson, Christine,	Stevens Point,	0

## STATE NORMAL SCHOOL.

Name.	Post Office.	Months Experience in Teaching.
Johnson, Minnie,	Stevens Point,	0
Johnson, O. S.,	Chimney Rock,	0
Killin, Edwin F.,	Stevens Point,	0
King, Alice A.,	Columbus,	0
King, Chas.,	Stevens Point,	0
Knecht, Edwin C.,	Waumandee,	0
Koller, Philip,	Carlton,	0
Krembs, Alex.,	Stevens Point,	0
Kuhl, Frances,	Stevens Point,	0
*Larsen, Laura,	Stevens Point,	10
Larsen, Nanda,	Stevens Point,	5
Lecy, A. E.,	Arkdale,	48
Logan, Victoria,	Medford,	9½
Lombard, Mayme,	Amherst,	0
Lombard, Russell,	Amherst,	0
Long, Hattie,	Stevens Point,	0
Lowder, Ninnette,	Stevens Point,	0
MacDonald, Lillian,	Eau Claire,	0
McGinnis, Lillian,	Nevins,	0
McGinty, George A.,	Fond du Lac,	0
McGregor, Janette,	Hancock,	3
McKee, Mabel,	Oconomowoc,	56
McLeod, Georgia,	Plover,	0
Maine, Mattie,	Stevens Point,	0
Martin, Frankie,	Cadott,	0
Martin, Zoe E.,	Stevens Point,	0
Maxfield, Marion,	Plover,	4
Maynard, M. Edith,	Buena Vista,	0
Mehne, William,	Almond,	0
Miley, Mary E,	Eau Claire,	0
Miller, Fred W.,	Loyal,	0
Mills, Mina,	Stevens Point,	0
Minahan, James A.,	Oshkosh,	0
Moran, Theresa,	Stevens Point.	24
Morrison, Wm. B.,	Plover,	0
Muir, May,	Tomahawk,	0
Murray, Grace F.,	Stevens Point,	24
Neuman, Louella,	Stevens Point.	0

\*Free High School Graduate.



## STEVENS POINT

Name.	Post Office.	Months Experience in Teaching.
Neuser, Olga.	Eau Claire,	0
Nugent, Edith,	Lone Pine,	10
O'Keefe, Frankie,	Custer,	33
Olson, Ole,	Stevens Point,	0
Paral, Frank,	Kewaunee,	0
Parker, Bertha A.,	Stevens Point,	0
*Parmenter, Hattie,	Plover,	16
Pearson, Walter W.,	Amherst,	24
Pier, May F.,	Stevens Point,	0
Prausa, Wenzel F.,	Euren,	0
Pray, Kenneth L. M.,	Stevens Point,	0
Radley, Viola,	Parfreyville,	14
Roesch, Anton,	Waumandee,	6
Salter, James M.,	Chippewa Falls,	26
Schilling, Laurette S.,	Lone Pine,	25
Schilling, Rose,	Lone Pine,	10
Shimek, Albert D.,	Casco,	0
Snodgrass, Amy,	Bloomingtondale,	0
Springer, Frank R.,	Lone Pine,	0
Stephens, Hanna,	Superior,	49
Thoms, Walter,	Stevens Point,	0
Tibbitts, Effie,	Hingham,	0
Tobler, F. Mae,	Lancaster,	48
Turley, Emma J.,	Grand Rapids,	50
Upton, Mary E.,	Stevens Point,	0
Van Buskirk, Frances,	Stevens Point,	0
Vaughn, Clyde,	Stevens Point,	0
Warner, May,	Stevens Point,	0
Weaver, Morris,	Loyal,	0
Wells, Lottie,	Stevens Point,	0
Whitney, Elson H.,	Sherry,	6
Whitney, Maud,	Stevens Point,	0
Whitrock, Clara,	Stevens Point,	0
Whitrock, Laura,	Stevens Point,	0
Williams, LeRoy,	Stevens Point,	0
Wright, Claude A.,	Stevens Point,	0
Young, Anna,	Lone Pine,	4
Young, Libbie,	Lone Pine,	0

\* Free High School Graduate.

## STATE NORMAL SCHOOL.

Name.	Post Office.	Months Experience in Teaching.
Ziegieweid, Anton,	Arcadia,	0
Zimmer, George,	Stevens Point,	0

## SPECIAL STUDENTS.

*Ball, Kate A.,	Professional Music.
Corcoran, John,	Academic.
McDonald, Minnie E.,	Professional Music.
Martin, Guy F.,	Academic.
Patch, George H.,	Drawing.
Rood, Mrs. Ethel,	Professional Music.
Voigt, Will,	Drawing.
VosBurgh, Louise H.,	Professional Music, Theory.
Young, Roseltha,	Drawing.

## PREPARATORY.

Bowden, Nellie,	Lanark,	23
Bump, Nellie,	Stevens Point,	0
Carley, Earl,	Buena Vista,	0
Christ, Conrad,	Montana,	0
Cobb, Ruthie V.,	Belmont,	0
Collins, George T.,	Warrens,	0
Comstock, Nettie,	Stevens Point,	0
Daniels, Laura,	Dancy,	0
Dobie, Emma,	Ontario (Canada),	0
Gustafson, Ida,	Stevens Point,	13
Hopkins, Nellie,	Lanark,	0
Johnson, Agnes,	Spirit,	0
Leahy, Agnes,	Madley,	32
Leary, Aggie,	Custer,	0
McGill, Mary L.,	McDill,	9
McGinnis, Leah,	Nevins,	0
Nelson, Clara R.,	Stevens Point,	0
Ottum, Olaus,	Urne,	0
Schleicher, Will,	Almond,	0
Sweeney, Lucy,	Stevens Point,	0
Taylor, Martha,	Blaine,	0
Van Buskirk, Evelyn,	Stevens Point,	0

\* Free High School Graduate.

## MODEL SCHOOL.

## GRAMMAR GRADES.

Bentley, Adam,	*Januszewski, John,	Riley, Fred,
Bischoff, August.	Jurek, Paul,	Sawyer, Archie,
Borchardt, Frank,	Klavikofski, Theodore,	Shelburn, Frank,
Bowerseck, Winfield,	Kohorn, Herman,	Townsend, Evan,
Clark, Rennie,	Kryger, Stephen,	Vaughn, Lynn,
Curran, Henry,	Moran, Ben,	Week, Edmund,
Finch, John,	Murat, Walter,	Week, Harold,
Gillette, George,	Okroy, John,	Wojak, Jacob,
Herrick, Frank,	Porter Harry,	Young, Will.
Hungerford, Louis,	Rice, Earl,	

\*Deceased.

Aber, Nannie,	Horan, Estelle,	Peickert, Mary,
Boreson, Olga,	Jacobs, Christina,	Pipe, Mabel,
Carver, Roie,	Jacobs, Tena,	Purdy, Lelah,
Case, Marie,	Kuhnast, Ella,	Quinn, Mary,
Embretson, Lizzie,	Lamp, Jennie,	Spalenka, Louisa,
Felker, Ava,	Martin, Faith,	Tack, Flora,
Gower, Winnie,	Murray, Myrtle,	Timlin, Mary,
Gross, Alice,	Packard, Dolly,	Walker, Grace,
Harlow, Maud,	Parks, Myrtle,	Whitrock, Mabel.

## INTERMEDIATE GRADES.

Atwell, Ensign,	Forsythe, Caleb,	Parkhill, Clarence,
Atwell, George,	Forsythe, James,	Pfiffner, Roe,
Angustad, Arthur,	Hanke, Emil F.,	Rogers, Roy,
Bennett, Edwin,	Johnson, Frank,	Sanborn, Walker,
Bennett, Leslie,	Joy, Ross,	Stuart, Robert,
Bigelow, Frank,	Krembs, Moritz,	Utter, Melvin,
Boyington, Charles,	Leonard, Will,	Warren, Crosby,
Chady, Earl,	McCullum, John	Wheelock, Chandler.
Culver, Harold,	Oster, George,	
Bender, Lily,	Glover, Jessie,	Lien, Josephine,
Bentley, Inez,	Huff, Mamie,	Martin, Grace,
Cushman, Margaret,	Hutchins, Bessie,	Nelson, Benlah,
Eaton, Lenore,	Kirwan, Mabel,	Nelson, Minnie,
Ennor, Mabel,	Lamoreaux, Eliza,	Oleson, Sophia,

Peiser, Rebecca,  
Parker, Mildred,  
Porter, Birdie,  
Rankin, Mildred,  
Rice, Hazel,

Southwick, Katharine, Van Buskirk, Sadie,  
Southwick, Margaret, Vos Burg, Marion,  
Spraggon, Phyllis, Webster, Genevieve,  
Stuart, Iza, Weller, Ruth,  
Sutton, Florence, West, Pearl.

## PRIMARY GRADES.

Bennett, Harlo,  
Bentley, Wayne,  
Boston, Willis,  
Campbell, Robert,  
Clifford, Willie,  
Congdon, James,  
Cook, Alice,  
Ennor, Roy,  
Estes, Wilbur,  
Glover, Louie,  
Carr, Winnie,  
Eaton, Vera,  
Eldredge, Edith,  
Fletcher, Genevieve,  
Gillette, Helen,  
Hayner, Pearl,  
Jauch, Norma,

Hoeffel, Spurr, McMurray, John,  
Hoeffel, Wallace, Moffitt, John,  
Hogan, Jamie, Park, Laurence,  
Huff, Everett, Strobe, Karl,  
Kelly, Earl, Thiell, John,  
Kelly, Frank, Wadleigh, Sam,  
Little, Harold, Weller, Reginald,  
Martin, Newton, Wheelock, Frank,  
McDill, Conover, Whitney, Fred.

King, Olive, Olin, Millicent,  
Lamp, Babins, Park, Gladys,  
Lamp, Beulah, Smith, Roxy,  
Martin, Gladys, Stuart, Norma,  
Martin, Ina, Townsend, Kittie,  
McAdam, Rose, Wadleigh, Ruth.

## ENROLMENT BY COUNTIES.

## NORMAL DEPARTMENT.

Adams, - - - 7	Grant, - - - 1
Barron, - - - 5	Iowa, - - - 1
Brown, - - - 1	Jackson, - - - 3
Buffalo, - - - 7	Juneau, - - - 1
Chippewa, - - - 3	Kewaunee, - - - 10
Clark, - - - 10	La Crosse, - - - 1
Columbia, - - - 4	Lincoln, - - - 1
Douglas, - - - 1	Manitowoc, - - - 2
Dunn, - - - 1	Marathon, - - - 4
Eau Claire, - - - 7	Marquette, - - - 2
Fond du Lac, - - - 2	Milwaukee, - - - 2



Monroe, - - -	5	Vernon, - - -	9
Outagamie, - - -	2	Waukesha, - - -	1
Polk, - - -	1	Waupaca, - - -	6
Portage, - - -	158	Waushara, - - -	3
Price, - - -	1	Winnebago, - - -	1
Sauk, - - -	3	Wood, - - -	8
Sheboygan, - - -	1	Other States, - - -	1
Taylor, - - -	3		
Trempealeau, - - -	4	Total, - - -	283

## SUMMARY.

NORMAL DEPARTMENT.		Av. Experience, Months.
Seniors, - - -	6	12½
Juniors, - - -	44	14
Second Year Class, - - -	58	18
First Year Class, - - -	144	8½
Special Students, - - -	9	6
Preparatory Class, - - -	22	3½
Total, - - -	283	11
Graduates of High Schools, - - -		55
MODEL DEPARTMENT.		
Grammar Department, - - -		56
Intermediate Department, - - -		56
Primary Department, - - -		47
Total, - - -		159
Twice Counted, - - -		0
Entire Enrolment, - - -		442

## SUMMARY OF PRACTICE TEACHING.

Preparatory Class, - - -	30 weeks.
Grammar Grades, - - -	280 weeks.
Intermediate Grades, - - -	420 weeks.
Primary Grades, - - -	400 weeks.
Whole number of different students who have had practice teaching, - - -	57
Average amount of practice of the students receiving certificates and diplomas, 1896, - - -	23 weeks.
Average experience of members of classes of 1896, - - -	21 months.

## COURSES OF STUDY.

The following courses of study have been established by action of the Board of Regents, viz.:

1. An English-Scientific Course of four years.
2. A Latin Course of four years.
3. A German Course of four years.
4. An Elementary Course of two years.
5. A One-year Professional Course.
6. A One-year Common School Course.

The English Course of four years, which may be taken as the standard, comprises the following lines of work:

<i>Mathematics</i> —Arithmetic, Algebra and Geometry, -	80 weeks
Book-keeping (optional), - - -	10 weeks
<i>English Language</i> —Orthoepy, Reading, Grammar, Word Analysis, Composition, Rhetoric and Literature -	120 weeks
<i>Vocal Music</i> , - - -	20 weeks
<i>Drawing</i> , - - -	40 weeks
<i>U. S. History and Civil Government</i> , - - -	30 weeks
<i>General History and Political Economy</i> , - - -	40 weeks
<i>Professional Work</i> —School Management, School Law, Theory and Methods of Teaching, Practice Teaching, Reviews in Common Branches, Psychology, Science and History of Education, - - -	160 weeks
<i>Natural Science</i> —Geography, including Physical, 20 weeks; Physiology, 10 weeks; Botany, 10 weeks; Physics, 20 weeks; and at least 50 weeks additional from the following Elective List, viz.:—	
Physiology, 10 weeks; Botany, 10 weeks; Zoology, 20 weeks; Chemistry, 20 weeks; Physics, 20 weeks; Geology, 20 weeks.	
Minimum aggregate of Natural Science, - - -	110 weeks
Minimum aggregate of English Course, - - -	600 weeks

The Latin Course includes 120 weeks of Latin and only 80 weeks of Natural Science, of which 20 weeks will be selected from the elective list given above. In this course Word Analysis is omitted and only 20 weeks of English Literature and 30 weeks of Drawing are required.

The German Course has 80 weeks of German, while the requirements in English Language are the same as in the English Course.

The Elementary Course comprises, in effect, the first two years of the English Course, but includes 30 weeks of Professional Reviews in Common Branches, which in other courses are deferred until the Junior year.

## ELEMENTARY COURSE.

## FIRST YEAR.

Algebra.	Algebra.	U. S. History.	U. S. History (5).
Physiology.	Geography.	Arithmetic.	English Grammar.
	School Manage-	School Econ-	(Analysis.)
	ment.	omy.	
Oral reading.	Literary Reading.	Drawing.	Physical Geography.
Vocal Music.	Vocal Music.	Word Analysis.	Drawing.

OBSERVATION in the Model School accompanies the School Management and School Economy.

SPELLING and WRITING must be taken by students who are deficient in these important branches; not only during this first year, but whenever such deficiency appears.

## SECOND YEAR.

Plane Geometry.	Plane Geometry.	Physics.	Physics.
Composition.	Composition.	Practice.	Practice.
Theory of Teaching.	Theory	Algebra.	Botany.
Civil Government.	Civil Govern-	Professional	Professional
	ment (5).	Reviews,	Reviews,
	Professional	and Methods.	and Methods.
	Reviews.		

The statement made above is for "quarters" of ten weeks each, except as specified.

Declamations, Compositions, or other forms of literary and rhetorical work, to prepare pupils to appear in public and express themselves effectively, will be required after the first term of the first year. (See page 26.)

New classes are formed in common branches at the beginning of each quarter. This offers great advantage to those who wish to teach for a part of the year, and take up their studies in the school without loss or delay. Consult the calendar on the cover.

## ENGLISH—SCIENTIFIC COURSE.

(First two years same as Elementary Course.)

## JUNIOR YEAR.

Literature.	Literature.
General History (5 weeks).	General History.
Drawing.	Professional Reviews or
Chemistry, E.	Practice (10).
Zoology, E.	Botany, E.
Rhetoric.	Physiology, E.
	Algebra (10 weeks.)

## SENIOR YEAR.

Political Economy.	Physics, E.
Advanced Science Elective.	or
	Geology, E.
Psychology.	History of Education.
Practice Teaching.	Plane Trigonometry (10 weeks.)
	Solid Geometry.

From the electives given above will be selected the required fifty weeks of science named in the statement on page 17.

Orations and essays as noted in the Latin Course. (See page 26.)

Statement given above is for terms of 20 weeks each, except as specified.

## ONE-YEAR PROFESSIONAL COURSE.

Drawing, 20 weeks.  
 Composition and Rhetoric, 20 weeks.  
 Reviews in Reading, Arithmetic, Grammar and Geography, 40 weeks.  
 School Economy, School Law, Theory and Methods of Teaching, 40 weeks.  
 Practice Teaching, 20 weeks.  
 Psychology, 10 weeks.  
 Civics, 10 weeks.  
 Admission to this Course requires examination in all the branches required for a first grade certificate, and proof of three years' successful experience in teaching.

## GERMAN COURSE.

(First and Second years the same as in Elementary Course.)

## JUNIOR YEAR.

Literature.	Literature.
General History (5 weeks.)	General History.
German.	German.
	Botany, E. (10 weeks.)
Chemistry, E.	Physiology, E. (10 weeks.)
Zoology, E.	Drawing (10 weeks.)
Rhetoric.	Algebra (10 weeks.)

## SENIOR YEAR.

Political Economy.	History of Education.
Psychology.	Solid Geometry.
	German.
German.	Advanced Physics, E.
Practice Teaching.	Geology, E.
	Plane Trigonometry (10 weeks.)

Essays and orations as noted in the Latin Course.

Students intending to take the German or Latin course are advised to begin the language as soon as possible after entering; to this end the order of studies of the first two years will be varied as may seem best in each case.

Of the science electives provided above, a minimum of twenty weeks must be chosen.

## LATIN COURSE.

(First and second years, same as in Elementary Course, omitting Word Analysis, and adding Latin in the second year.)

## JUNIOR YEAR.

Latin.	Literature.
Rhetoric.	General History.
Chemistry, E.	Botany, E.
Zoology, E.	Physiology, E.
General History (5 weeks.)	Latin.
	Drawing (10 weeks.)
	Algebra (10 weeks.)

## SENIOR YEAR.

Political Economy.	History of Education.
Psychology.	Solid Geometry (10 weeks.)
Latin.	Latin.
	Advanced Physics, E.
Practice Teaching.	Geology, E.
	Plane Trigonometry (10 weeks.)

Essays or orations will be required during these two years, either the outgrowth of special work undertaken in connection with some of the studies named, or as wholly distinct exercises under direction of the teacher of English.

Of the science electives provided above, a minimum of twenty weeks must be chosen.

## ENGLISH COURSE FOR HIGH SCHOOL GRADUATES.

## JUNIOR YEAR.

Drawing.	Literature.
	Drawing (10 weeks.)
Chemistry, E.	Advanced Physiology, E.
Zoology, E.	Advanced Botany, E.
School Economy and	Vocal Music.
School Law (10 weeks.)	Professional Reviews (10 weeks.)
Theory of Teaching (10 weeks.)	Practice Teaching.
Rhetoric.	Algebra (10 weeks.)

## SENIOR YEAR.

Political Economy.	History of Education.
	General History (10 weeks.)
Psychology.	Solid Geometry (10 weeks.)
	Advanced Physics, E.
Professional Reviews.	Geology, E.
Practice Teaching.	Plane Trigonometry (10 weeks.)

Orations and essays as noted in Latin Course. Graduates who wish to pursue Latin and German, will be allowed to do so, and proper substitutions will be made in subjects to be selected with reference to each case.

Of the science electives offered above, a minimum of fifty weeks must be chosen.

## COMMON SCHOOL COURSE.

Arithmetic.	Algebra.	Algebra.	Grammar.
Composition.	School Management.	Geography.	Music or Drawing.
U. S. History.	U. S. History.	Music or	*Botany.
Reading.	Reading.	Drawing.	*Physical Geography.
	Constitutions (5)	School Economy.	*Physiology.
			Practice Teaching.

\*One of these to be chosen.

The statement made above is for quarters of ten weeks each.

For further details of this course, see page 56. Rhetorical exercises will be required during the second term, as will attendance upon the classes in Physical Training and Library Readings.

## NOTES ON THE COURSES OF STUDY.

## PROFESSIONAL PREPARATION.

## ELEMENTARY METHODS AND SCHOOL MANAGEMENT—TWENTY WEEKS'

Ten weeks are given to observation in the Model School and to the discussion of methods, but as this is the first professional work met in the course it is elementary in its character. The only text read in class is the "Manual of the Course of Study for Common Schools," but students use the library freely. The observations are so arranged that recitations and class exercises are seen in every subject and in every grade, so that pupils are able to see for themselves how far the theoretic presentation of each subject is realized in actual practice.

Students make notes of their observations, and later the class meets to discuss what is seen, the principles involved, the methods used to realize those general principles in actual practice. This work should result in quickening the student's power to see, make him more critical in his recitations and give him standards by which to measure the excellencies of the work in all departments of the school.

The second quarter deals with general topics of school management. Time is given to the study of the school code and the powers and duties of teachers and school officers; heating, lighting and ventilation of school buildings; the making of a program; and control, discipline and character building are among the topics dealt with. A distinct effort is made to assist students to avoid the difficulties which confront them at the beginning of their careers and to stimulate in them a sense of personal thoughtfulness and responsibility. If this result is reached the question of how and when to punish or not to punish will give place to a deeper study of human nature, of the motives that control actions of pupils, and will lead to a better understanding of the relation of the teacher's self-control to the discipline of his school.

## THEORY OF TEACHING.—TWENTY WEEKS.

During the first quarter an attempt is made to study the most obvious facts and laws of mental activity. The several mental "faculties" or modes of activity are differentiated, the conditions of such activity in each case and the special services of each considered with

direct reference to illustrations drawn from the pupil's own experience. The utility of such study for the teacher becomes apparent.

In the second quarter the application of the general laws studied is made to the common methods of teaching the several branches of the common school course, to determine how far those methods seem to be desirable, and in accord with accepted pedagogical principles.

The several purposes of the recitation are carefully studied, and the method best adapted to secure each end, for the class as a whole and for the individual members.

It is the aim to make teachers more intelligent in observation and criticism, through the use of a better standard of judgment, and more thoughtful as to principles governing devices.

#### PSYCHOLOGY AND HISTORY OF EDUCATION.

So far as possible the study of Psychology in the senior year is made personal and introspective. The student's own mental activities are carefully studied in the light of the observations and conclusions of other investigators, as a practical and necessary basis for any sound mental philosophy. By the aid and guidance of text and teacher he is led to an elementary knowledge of the nature of mental operations and the laws governing them. Constant reference is made to personal experiences and to observed methods of teaching, that the study may result in practically helpful suggestions rather than in mere speculative knowledge of theories.

In the History and Science of Education the experiences of the most prominent educators, those who have given definite impulse to educational movements, are carefully studied to find the secret of their success, and to separate if possible the permanent, from the accidental, features.

#### PRACTICE AND METHODS.

The practice teachers make plans for their work, being governed by the previous teaching of the class and the requirements of the course of study.

After examination of these plans by the supervisor of the practice department, and consultation regarding such modifications as seem advisable, the student teachers are thrown upon their own resources in charge of their several classes, and held responsible for the results. Visits of the supervisor are followed by conference with the individual student, when help is freely given and recommendations made.

Students usually have charge of a class for a period of ten weeks,

but for good reasons the time may be shortened. In assigning practice teachers to classes, the previous experience and the future plans of the teacher are considered, so as to supplement the former, and forward the latter if possible. In view of the greater number of primary teachers, and the pressing need of more efficient supervision of lower grade work by *principals* of schools, and the better chance to study the simpler facts of mental development, it is believed that the earlier years of the course are best worth the attention of those intending to teach. At the same time opportunity is not lacking to teach in the upper grades.

The practice teaching during the past year has ranged through all the grades from lowest Primary to upper Preparatory class, thus affording wide variety in grade, in subject and in the size and character of the class. When a student teaches a grade of twenty members in a room where he has the oversight of another grade engaged in study, his powers of discipline are fairly tested; while with smaller groups in the recitation room, he may study the art of teaching with fewer distractions. A large Model School makes abundant opportunity for practice teaching, while the wide range of subjects may be seen by reference to the course of study for the Model School. (Page 51.)

This class meets also daily for discussion of specific methods adapted to certain branches and to certain grades. This work is made as concrete as possible by the presentation of exercises by members of the class or by the regular teachers in charge of model grades. These are the usual daily recitations of some class inspected after discussion in the methods class, and are followed by further consideration.

It is the purpose of this department to help each teacher to grow, by direction, suggestion and reflection upon what is seen rather than by correction or suppression. One of the most hopeful signs is the voluntary seeking of conferences by practicing students. A reference to page 16 will show the amount of practice during the second year of the school.

#### PROFESSIONAL REVIEWS.

Thirty weeks of Professional Reviews will afford opportunity for careful discussion under each branch of the essentials of the subject, of the order of presentation of topics, of the correlation of one branch and department with another. It also gives an opportunity to test the proficiency of a student not only in mastery of a branch, but also in the ways and means of effective presentation. This work has relation therefore to the department of methods on the one side, and to the scholastic work of the special departments of study on the other.

## ENGLISH LANGUAGE AND LITERATURE.

## ENGLISH LANGUAGE.

A thorough examination in the elements of English Grammar will be required for entrance into the Normal classes. Students will be required to show knowledge not only of the facts of etymology and syntax and the essential elements of sentential analysis, but also of the usual common terms employed to express these facts.

The first year class will spend one quarter (10 weeks) in a careful review of the main divisions of the subject, extending the work sufficiently to fit students to speak and write the language correctly, and to teach others to do so.

In the elementary rhetoric or composition, students will be taught to discriminate the elements of style, to study carefully the figures of speech, and the conditions of their effective use. In all classes studying language, composition will be constantly insisted upon. Short exercises, almost daily, occasionally varied by larger, broader undertakings, will be the usual rule. The precept is thus well enforced by example and application.

The chief ends sought are a knowledge of the structure of the sentence, an appreciation of the elements of style, and the power of pleasing forcible expression of one's thought. In the advanced class in Rhetoric (taken by Juniors and High School graduates), A. S. Hill's Principles of Rhetoric is the basis of twenty weeks' work.

Second year students present under the general direction of this department, one composition each quarter of the year. Juniors and High School graduates prepare one essay or oration each quarter of the year.

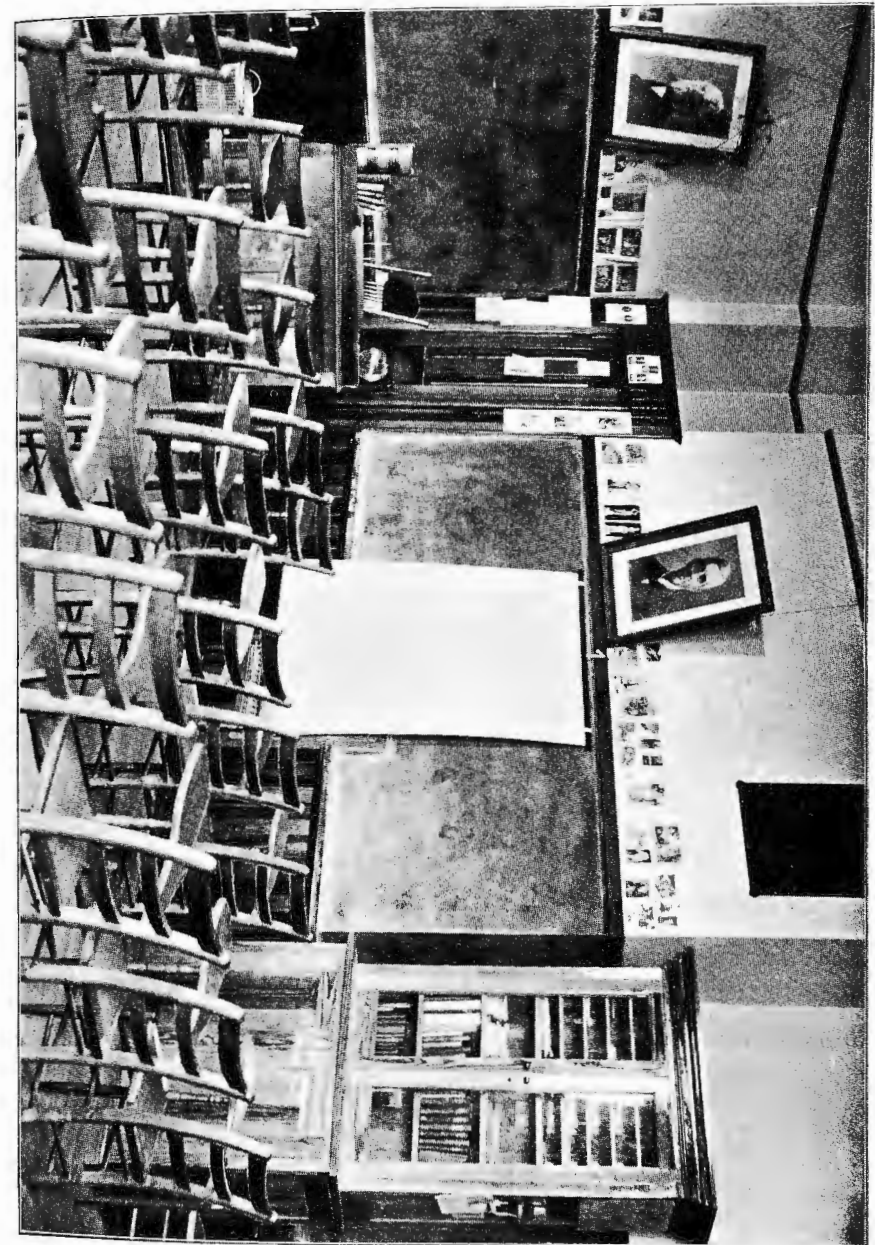
Seniors present two essays or orations, beside that required at graduation.

After the first term of the first year, each student prepares one declamation or other literary or rhetorical exercise each quarter.

By special arrangement with the teachers in charge of these exercises, any approved work presented at a public meeting of the literary society may be credited to the student.

## READING.

Two lines of thought run through the instruction in this branch. First an effort is made to secure reasonably correct and agreeable oral reading of ordinary selections in prose and poetry. To secure this as





much of the first ten weeks as is necessary is given to drill. Correct articulation and clear enunciation are insisted upon and the principles of emphasis, inflection and the other qualities of good reading are studied and practiced till a fair degree of proficiency is attained. As this requires little preparation outside the class, students are required to read and report upon books from the general library. It is usually found possible for each student to read at least two standard books in this manner.

The second ten weeks are devoted to the reading of masterpieces of British and American literature. Some are read critically with painstaking study while others are used simply for the pleasure of a rapid reading. It is impossible to tell in advance what will be read by any given class for those pieces are selected which are least familiar to the members. One class read critically Emerson's "Behavior," Tennyson's "Enoch Arden," Byron's "Prisoner of Chillon," Goldsmith's "Deserted Village," and Brown's "Rab and His Friends," besides spending some time in a study of the leading myths of Greece and Rome and representative poems in which the myths appear. Beyond this they read rapidly a number of masterpieces. The excellent text-book library gives a wide range so that every class may have fresh and attractive material. This course should result in a better appreciation of literary merit and should leave students with a desire to read and with some idea of what they should read for, some knowledge of what gives pleasure to a cultivated mind.

#### LITERATURE.

Forty weeks enable the student to make long and numerous excursions into the field of literature. To make these so attractive and interesting that they will leave behind them a vivid appreciation of the beautiful and the powerful and a strong desire to read that which is elevating and inspiring, is the chief purpose of the course.

That there may be some continuity in reading, and that thought may be in a measure systematic, a text in American and one in English literature are placed in the hands of the students, but the greater part of the reading is from the works of the writers studied. Representative writers from each epoch are compared and to the great masters is given abundant time for an acquaintance with the peculiarities of their styles and an appreciation of the sources of their charms. Frequent reviews and critiques are called for and one or more essays of length are written to embody the results of independent reading. The

text-book library furnishes a plentiful supply of classics to draw for class use, and the general library satisfies the needs of every individual. Reference books are abundant and are freely used. Attention is given to pupils personally; and frequently during the latter part of the year the reading of each student is independent of the others.

## SCIENCES.

### BIOLOGY.

1. **ELEMENTARY BIOLOGY.** This course will be offered in the fall quarter and is designed to give the student a general knowledge of some of the typical forms in both plant and animal life. Special arrangements have been made so that we are able to offer some of the most interesting species of marine life for laboratory study. This course will form an admirable introduction to the studies of Botany and Zoology, and will give the student an idea of the relation existing between these two great kingdoms. The laboratory is furnished with the latest and most approved apparatus, and with a full set of staining re-agents for histological work.

2. **ELEMENTARY BOTANY.** The time given to this subject is so limited that favorable opportunities will be offered to students who desire to pursue the study beyond the limits of the course. Each student will be furnished with a dissecting microscope and instruments for use in the study of the plants themselves. Fruits and seeds, the germination and methods of reproduction in plants, the structure and forms of flowers, leaves, stems and roots are some of the subjects of investigation in the laboratory. Upon these topics the library will furnish abundant readings. The local flora will be studied in the field so far as practicable; and the classification of flowering plants and the more readily recognized of the flowerless species will be made a part of the course.

### ADVANCED BOTANY.

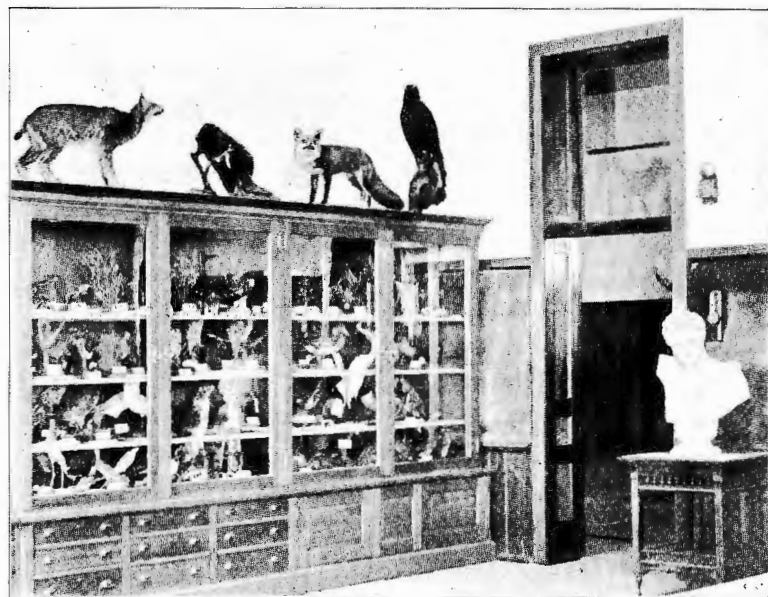
This will begin with a short review of the work covered in the elementary course. Most of the quarter, however, will be devoted to the general physiology of plants, including a study of the properties of protoplasm, the processes and products of assimilation and metabolism; some of the phenomena of irritability; and a discussion of some of the practical questions of plant life and growth. The laboratory work



will consist of practical experiments, and of histological work with the compound microscope.

#### ZOOLOGY.

For the year 1896-7 the course will consist of a study of the types of each of the several groups of invertebrates. It will include, (1) a careful and complete description of the external appearance, (2) dissection sufficient to exhibit skeletal and structural peculiarities and all the organs, (3) a general study of development, (4) and as far as possible a study of habits, food, etc. The text book will be supplemented



A CORNER IN THE STUDY ROOM.

by outlines, and by laboratory work on each form studied. Among the forms studied will be the amoeba, the paramoecium, vorticella, marine sponges, hydroids, hydra and the typical forms in the higher species. Especial attention will be given to the general morphology and functions of the various organs. The students will be expected to mount slides and do such histological work as will give them some idea of the technique required for careful investigation.

#### ELEMENTARY PHYSIOLOGY.

The course in Elementary Physiology extends through ten weeks. This includes a study of the skeleton, the tissues of the body, the action

of the circulatory, respiratory and digestive systems, by means of dissection and microscope. Much stress is laid upon the study of the nervous system and its relation to the other systems of the body.

Hygiene is taught as a natural outcome of the physiological knowledge, that the pupils may be enabled to comprehend clearly the necessity for the observance of hygienic laws.

Hereafter to enter this class, students must be prepared to pass an examination on so much of simple anatomy and physiology as is included in the outline in the Elementary Course of Study for Common Schools.

#### ADVANCED PHYSIOLOGY.

In the advanced course special attention will be given to the circulatory, digestive and nervous systems. Students who desire to take this course should be able to pass a satisfactory examination in the work covered by the elementary course; and should at least have had elementary chemistry and physics. This will be essentially a *physiology* course and will consist of a thorough study of the functions of the different organs, in connection with a full discussion of life phenomena as observed in the human body.

#### PHYSICAL TRAINING.

The work in physical training has these aims:

1. The health and development of the individual;
2. Ease and grace of motion through mastery of one's self;
3. Preparation of the student to teach simple school gymnastics.

All students are measured at the beginning and end of the school year, the Sargent anthropometric chart being used for plotting the measurements. From these charts individual work is prescribed for symmetry and development, and to overcome the defects and deformities resulting from accidental causes, unhygienic manner of living, faulty seating of school-rooms and sometimes previous occupation.

The normal classes meet three times a week for regular class work; which consists, for the young women, of marching, free movements, Swedish military drill, dancing calisthenics, dumb bells, Indian clubs and wands; for the young men, free movements and military drill, work with dumb bells, clubs, wands and all forms of heavy gymnastics. The work is arranged in a varied progressive series to meet the demands of the different classes and to prevent the monotony and lack of enthusiasm which come from following one kind of work for too long a time. Two days in the week the students come to the gymnasium for individual and prescribed work.

From the practice school classes meet every day for drill. Beside the regular work, pupils having marked cases of spinal curvature or other physical deformities are given work adapted to overcoming their defects. Great stress is laid upon recreative as well as educational gymnastics; games are introduced which will develop spontaneity, alertness and enthusiasm. Much attention is paid to the development of rhythm of movement and co-ordination of muscular action. (See also page 64.)

## PHYSICAL SCIENCES.

### PHYSICS—ELEMENTARY COURSE.

1. This course includes a study of the mechanics of solids, the mechanics of fluids, simple machines, heat (except calorimetry), and a short course in magnetism and static electricity.

Regular recitations five times a week, twenty weeks.

2. Parallel with the above, and occupying five hours a week, is a laboratory course required of all students in physics. This work begins with a somewhat extended series of measurements, commencing with the simpler kinds and leading to more careful and exact work with the balance, micrometer, caliper, verniered caliper, and other instruments. As soon as a reasonable degree of facility and accuracy in the use of apparatus is required, the students begin the laboratory study of the principles and laws discussed in the recitations. The laboratory work is kept as nearly as possible abreast of the text-book work.

The apparatus is selected with careful reference to its use by students and the supply is increased as may be necessary.

### ADVANCED COURSE.

This course of twenty weeks is devoted to a careful study of heat, including calorimetry, an extended study of electricity and a somewhat thorough examination of the elementary principles of sound and light.

Recitations, discussions, and illustrative experiments occupy five hours a week through the course. Five hours per week will also be required in the laboratory. This work consists of quantitative determinations of mass, density, gravity, heat, electrical constants, etc.

For this work the laboratory is supplied with verniered gauges,

micrometer calipers, balances of precision, a standard barometer, accurate standard thermometers, galvanometers of various patterns, resistance boxes, Wheatstone bridges, telescope and scale, a siren, organ pipes, vibrating plates, a spectroscope, refraction apparatus, lenses, quite complete projection apparatus and a polarizing microscope.

The purpose of this laboratory course is to familiarize the student with the manipulation and practical use of instruments of precision,



PHYSICAL LABORATORY.

to illustrate the general methods of physical measurements, the verification of physical laws and the determination of physical constants.

A still more extended course will be offered to such students as may elect to pursue the subject for a full year.

This course will be based on Ganot's physics and the manual of Stewart and Gee or of Austin and Thwing.

Two hours per day, divided between class room and laboratory work will be required in this course throughout the year.

### CHEMISTRY—ELEMENTARY COURSE.

This course begins with practice in simple laboratory operations,

such as solution, precipitation, filtering, washing. Following this comes a series of experiments so selected as to give an insight into the nature of chemical action and the operation of chemical forces.

The systematic study of the "non metals" is then taken up in the laboratory. The phenomena there observed and recorded are made the subject of recitation and discussion in the class room, where special illustrative experiments are also performed. Students are thus led gradually to a familiarity with chemical phenomena, and the way is opened to an understanding of chemical laws.

About five weeks devoted to the study of the metals and their salts.

#### ADVANCED (GRADUATE) COURSE.

Chemical analysis and the elements of chemical philosophy.

Practice in the various operations of chemical analysis will be followed by the analysis of simple salts, more complex compounds, commercial products, ores, etc.

Two hours per day for twenty weeks.

This course is wholly optional in addition to all that is required for graduation, and is offered for the special benefit of those who wish to acquire necessary skill in using apparatus and mastery of facts to enable them to teach the subject acceptably in good schools. It is open only to those who have had the elementary course, outlined above or its equivalent.

#### GEOLOGY.

The work in Geology consists of:

(a) A somewhat full discussion of the forces now at work in and upon the earth. This includes:

I. The work of the atmosphere, (1) mechanical, (2) chemical.

II. The work of running water.

III. The work of ice.

IV. The work of igneous agencies.

(b) The study of minerals and rocks, determination of common minerals, simple classification of rocks, origin of rocks and their relation to soils.

(c) I. A study of rock structure.

II. The origins of topographic forms, an inquiry into the methods and processes by which the hills and valleys, mountains and lakes and all the various landscape features have been developed.

(d) An outline of Geological History as exhibited in the development of North America.

In this outline study, the principles on which such a history is based are first made clear. Each age is then passed in review and its distinctive features are pointed out. The physical geography of the continent is traced from its earliest recognized beginning to the present. Parallel with this study of the physical life of the continent, is carried on a study of the development of animal and vegetable life.

#### FIELD WORK.

Facilities for field study are good. Stevens Point is at the junction of the Cambrian with the Archaean, and the numerous exposures along the Wisconsin River furnish varied illustrations in dynamical and structural geology. The great terminal moraine lies a few miles East and offers good examples of some of the topographic forms due to ice action.

#### GEOGRAPHY.

The course is intended to show the student the relation between geography and history and between geography and the natural sciences; to awaken in him a concept of natural law, and better fit him to understand and to cope with the external world. Among the topics treated with such fullness as the time will permit, are the following:

Concept of earth as a sphere, and consequences of its movements.

Relative position and areas of land and water bodies; climate; moisture in all forms, movements and results.

Animal and vegetable life; distribution, conditions, commercial value.

Population centers, causes and results; commerce; manners and customs.

Political areas.

Students will read maps readily, sketch and describe any locality.

Special attention given to map drawing and moulding.

#### PHYSICAL GEOGRAPHY.

How? and why? are key-words in every branch of this subject. As many take up this study without much knowledge of physics, a preliminary study of some of its fundamental laws may be necessary. The course furnishes opportunity for:

1. Review of Mathematical Geography.

2. A detailed study of the earth's three moving envelopes, viz: Rocks, Water, Atmosphere.

3. Study of plant, animal, and human life, as dependent on foregoing.

In this subject as in the preceding, constant use is made of the excellent general library to supplement, explain and emphasize the text.

## HISTORY AND CIVICS.

## PREPARATORY HISTORY.

Text—Montgomery's Leading Facts of American History.

It is intended that this study shall result in an accurate knowledge of the most important facts in American History. Supplementary reading in the lighter and more interesting books is introduced, using biography and fiction freely, but the prominent feature of the class work is drill, by repetition, comparison and the use of summaries. Especial effort is made to clear the pupils' minds of vague notions, and to make the facts seem real and rational.

## NORMAL COURSE IN AMERICAN HISTORY.

For admission to this course, the equivalent of the preparatory course will be required.

Text—Fiske's History of the United States.

Upon this basis, an effort is made to broaden the student's conception of American History by deeper inquiry into the causes and results of leading events. The general movements of European history are kept constantly in view; thus the isolation of American History is avoided. The close connection between English history and our own is made especially prominent. To accomplish these results, required readings constitute a large part, nearly one-half, of the work. The student thus becomes acquainted with the standard authorities and obtains that larger outlook over the field of American history, so essential to anyone who teaches the subject. It is hoped that for one who pursues this study, the routine teaching of a textbook in history will become an impossibility.

## GENERAL HISTORY.

Text—Myers's General History.

A rapid review of the entire field of human history is attempted in this course. Greek, Roman and English history receive the most attention. The dynastic side of the various periods covered is not given undue prominence, but the social, economic, intellectual and religious features of the world's great civilizations are carefully studied. More than usual attention is given to art and architecture as expressions of the life of a people, and considerable illustrative material is used for this purpose. Works of reference are used as much as possible, and breadth of view is encouraged rather than rigid adherence to the text.

Junior Year—Twenty-five weeks.

## CONSTITUTIONS.

Texts—Fiske's Civil Government, Hinsdale's American Government, and Dole's American Citizen.

The study of local government in Wisconsin is a prominent feature of this course. This and other parts of the subject are made practical by bringing the class into contact with blank forms for the use of town and district officers, official documents, state and national reports and publications, until the actual workings of the machinery of government are understood. At the same time, the broader view is not neglected. The history of our political institutions is made the basis of the work. Comparisons are made between various local systems and between our national system and those of the leading European governments. The progress of political events the world over is watched, and the student is constantly reminded of present tendencies in this department of thought and activity. The reading room, with its daily papers and magazines, furnishes excellent illustrative material. Reasonable proficiency in history of the United States is required to enter these classes.

Second year elementary course, 15 weeks.

One year common school course, 5 weeks.

## POLITICAL ECONOMY.

Texts—Laughlin: Elements of Political Economy. Walker: Political Economy, Briefer Course.

The greater part of the time devoted to this study is spent upon the fundamental principles of political economy in order that a solid foundation may be laid upon which the student may base his future reading and study. Practical illustrations of these elementary truths are made prominent. During the course each student investigates a topic, using all the materials afforded by the library; after first giving a report to the class from an outline, he prepares an essay upon his subject. The class is kept abreast of the times and in touch with contemporary thought and movements by frequent reports from the periodicals and reviews in the Reading Room.

## OTHER LANGUAGES.

## LATIN.

Three years is given to the study of Latin. The course includes four books of Cæsar, or an equivalent amount of Viri Romæ, seven orations of Cicero and six books of Virgil's Æneid. During the first year a

familiarity with grammatical forms and constructions is gained together with the ability to write correctly short Latin sentences. The work is both written and oral, the former for the more accurate study and analysis of difficult constructions, the latter for training the pupils to readily grasp thought in idiomatic Latin. Translation at sight begins with the second year and is carried on through the remainder of the course in connection with the careful preparation of assigned work.

Roman pronunciation is followed. The subjects read will be so selected that High School graduates may continue their Latin without repeating the work already done. During the past year Livy has been the author read by the advanced class.

#### GERMAN.

The course occupies two years, but the authors read during successive years are varied so that those who desire may continue the study of German during the third year. The day's lesson furnishes material for a short conversation in German. Three plays are regularly read, and among those that have been used are *Die Journalisten*, *Minna von Barnhelm*, *Der Neffe als Onkel*, *Maria Stuart*, *Emilia Galotti*; and some prose, *Undine* or *Soll und Haben*.

There is daily practice in translation at sight during the second year.

In the selection of readings and other work for the advanced class attention will be given to the wishes and needs of those high school graduates who have had two or more years of German.

#### MATHEMATICS.

One aim of the course in mathematics is to give the student a practical knowledge of the subjects taught, and to train him to habits of careful and accurate thinking. On the pedagogical side the aim is to draw attention to the best methods of presenting the different topics, and to the fundamental principles underlying each subject. Thus in arithmetic the student is taught the artificial character of the Arabic Notation and how the fundamental laws underlie the four operations; in algebra he is taught the nature of opposite numbers by many concrete illustrations, the relation of the quantities of the literal notation to numbers, and the logic of the solution of equations; in geometry he is taught the importance of a thorough knowledge of the working

definitions and geometrical axioms and the propositions to be used most frequently; and emphasis is laid on the deductive character of the reasoning. In short, careful attention is paid throughout to fundamentals, in the hope that it will aid the young teacher to better overcome the difficulties beginners find.

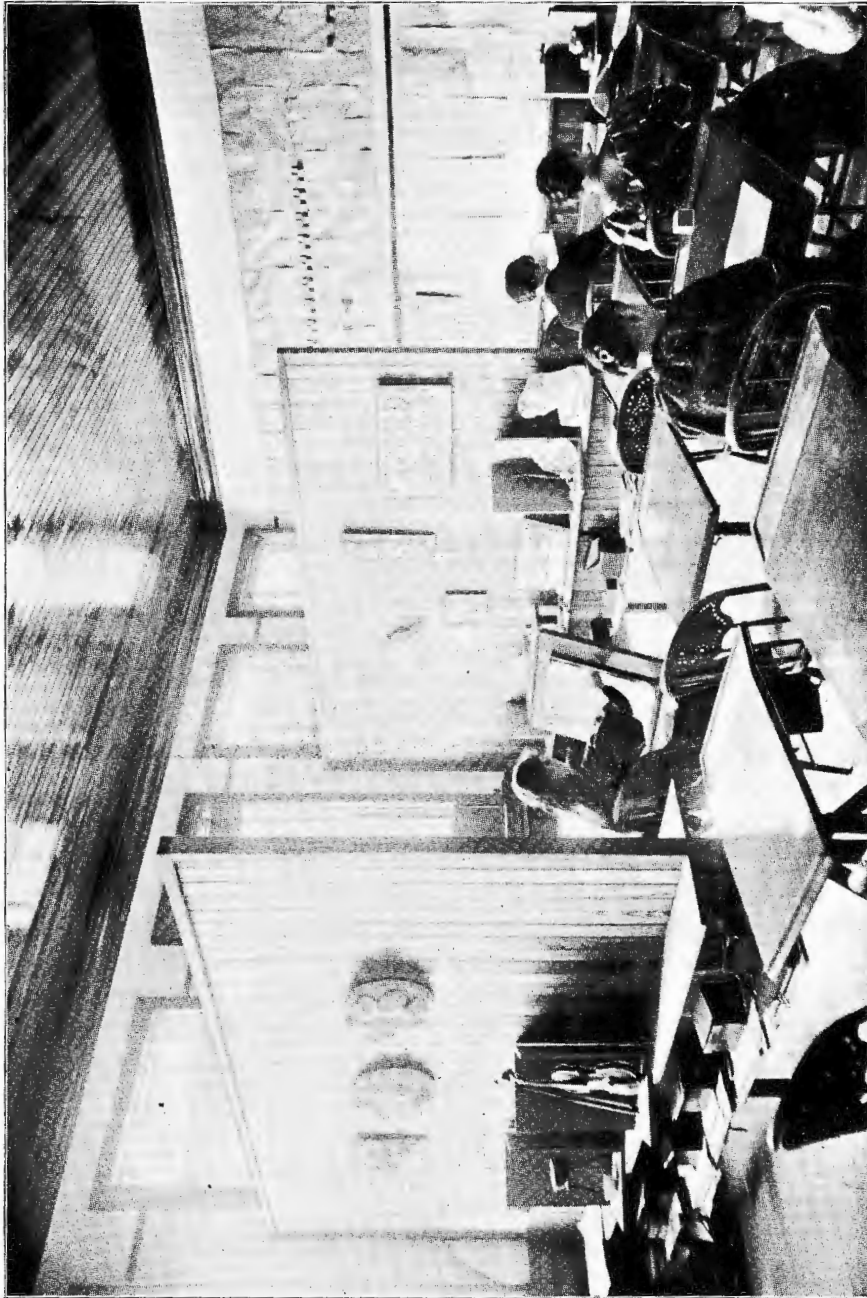
#### ARITHMETIC.

In the teaching of the Normal arithmetic class (10 weeks), two objects are kept in view, viz., bringing in review and supplementing the student's previous knowledge of the subject; and correcting any errors, crudities or imperfections which may remain from previous study. Most of those who come to the school are found to be deficient in oral expression of their thought, and in speed and accuracy in calculation. The course is begun by a study of the notation for decimals as related to that for integers and common fractions. Drill, largely oral, is then given in the solution of practical problems on the tables, linear, square, cubic, dry, and liquid measures, and avoirdupois weight. Circular measure, longitude and time, and standard time are each studied until they are thoroughly understood, numerous oral problems being given in addition to the regular written work. After practical measurements are gone over in detail, analysis is taken up and this important topic is carefully reviewed commencing with the simplest problems and going on to those which tax the ability of the class to the full extent. Percentage now follows naturally, 100 taking the place of the "one" of analysis. Drill is given in the simultaneous solution of problems by analysis, by percentage analysis, and by the formula. In interest stress is laid on *one*, broadly comprehensive, method. Here, as in analysis, and everywhere else, much emphasis is set on the employment of cancellation whenever feasible. The study of ratio and proportion and of the Metric System usually completes the course. It is thought students of the maturity of judgment of those that come into this class will get more to help them in teaching in this way than in any other.

Students who show, on entrance, a mastery of this branch on the scholastic side, are encouraged to take other mathematical or professional work in its place.

For those who cannot pass satisfactory examination at entrance, a preparatory class is maintained which takes up the study in detail of the more elementary portions of the subject. The chief purpose of this class is drill to secure accuracy and facility in computation.





DRAWING ROOM.

## ALGEBRA.

The elementary course in algebra covers 30 weeks and includes the mastery of the fundamental operations, factoring, fractions, simple equations, powers, roots and quadratic equations. The advanced course (10 weeks) includes radicals, proportion, logarithms, progressions, interest, indeterminate coefficients, binomial theorem, and choice.

## GEOMETRY.

The work in plane geometry extends over twenty weeks. It is intended that in this time all the most important theorems and problems of geometry commonly given will be learned, together with a large number of original ones, and besides, general exercises which illustrate the more important theorems will be solved. One quarter (ten weeks) in the latter part of the course is devoted to solid geometry.

## ARTS OF EXPRESSION.

## DRAWING.

The purpose of this department is first to teach the pupil to draw. Drawing is so taught as to show its practical value in all lines of work.

The course covers work in construction, or instrumental and free-hand mechanical drawing and pattern making; representation or pictorial drawing; decoration, or study of design; clay modeling, and methods of teaching.

All drawings are made from objects, giving individual interpretation.

The mechanical drawing is taught after the latest shop methods and includes both instrumental and free-hand working-drawings as well as pattern making. It is hoped that a Manual Training department in connection will allow the making of some objects thus drawn.

Representation includes free-hand perspective, which develops into still life sketching in pencil and ink, also charcoal drawing from cast and still life. In connection is clay modeling from cast, which develops stronger perception of form.

The zinc etchings found in the catalogue were made from regular classwork of the pupils of this department.

Decorative drawing or applied design is not attempted, owing to the limited time given to the whole course. It is the aim to make pupils familiar with the principles of design, to lead them to appreciate proportion, adaptation to purpose, and curvature of form,

through designing useful objects, and to teach something of historic decoration.

Under the methods of teaching, Prang's complete course in drawing and color is given, and work in practice teaching. The relation which this study holds to other subjects is pointed out and much black-board drawing is required. Further practice in drawing is given in connection with geography and other science classes.

The work in the Model Grades is carried out in the same manner as that in the Normal department, being simplified according to age of pupils.

Students are encouraged to take a longer course than the one of forty weeks, and so secure more thorough preparation to teach drawing in all schools. It is the earnest endeavor of this department to develop readier, more observant and competent teachers for *all kinds* of teaching. The training of eye, hand and brain obtained in the drawing class is a means to that end.

#### WRITING.

One purpose of this work is to get more legible writing among students. Vertical writing is taught, as it seems the most natural, more readable, easily and quickly executed. Freedom, arm movement, drill on letters and words, with thought given to proportion and relation of letters, are means for gaining this end.

Methods of teaching writing will receive time and attention proportionate with the importance of the subject. More stress will be laid on the universal conditions and principles than upon any particular system of penmanship. Any student is permitted, and those who do not write well are required, to join the writing class until fair proficiency is attained.

#### SPELLING.

Failure in this branch is so conspicuous in the case of a teacher, and improvement so obviously in the power of each person, that in the Normal School above the Model Grades, no regular class in this subject is maintained. Instruction is provided, however, for all those Normal students of any grade whose written work shows serious deficiency in this line. Attendance upon the class is required only until evidence is given of reasonable skill and proper regard for such an important matter.

## VOCAL MUSIC.

The "Elements of Vocal Music" is regularly scheduled for a beginner's class covering a period of twenty weeks, conducted twice a year. This is a change in the order of the work of the previous two years, when there was a beginners' class every quarter.

The work in this class covers the art of breathing, articulation, voice culture, sight reading, the elementary principles of harmony and the history of music.

It is evident that music must be taught largely by the regular teachers in the elementary schools and for those who desire to become thoroughly prepared to do this work there will be an elective class of ten weeks in which much attention is given to methods of teaching, conducting, and practice in the Model School.

There is also a Normal Course for those who wish to become specialists in public school music. The length of time required depends upon the qualifications and adaptability of the applicant. The work embraces voice culture, sight reading, elements of harmony, theory and practice, and the history of music together with the actual teaching through all of the grades in the Model School under the direct supervision of the director of music.

The Normal chorus receives twenty minutes' drill each day throughout the year and has furnished much music for the school upon public occasions. A War Song Concert was given on the 30th of May in which a chorus of two hundred voices, furnished entirely by the school, participated.

For individual instruction in vocal music covering Vaccai, Marchesi and Concone, ballads, songs and arias, ensemble singing and practice in sight reading, terms will be furnished upon application to Sophia Linton, Director of Music.

## ADMISSION AND GRADUATION.

#### PURPOSES OF THE SCHOOL.

The primary objects of the school are stated in the following clause of the Revised Statutes, Section 402:

"The exclusive purposes and objects of each normal school shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in all the various branches that pertain



to a good common school education, and in all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental laws of the United States and of this state, in what regards the rights and duties of citizens."

Hence, the school aims to afford professional, literary and scientific advantages to those students who desire to fit themselves for teaching.

The school instructs students in principles and details of the branches usually taught in the public schools, with a view to secure that full mastery which is essential to successful teaching. The teaching in all branches is accompanied by a course of training, which should cultivate systematic habits of thought, and ease and accuracy of expression. It is expected that the student who completes the full course of instruction and training will acquire habits and form ideals that will influence for good his whole career.

#### WHO SHOULD BE ADMITTED.

All persons of mature years and serious purpose, whose intention is to fit themselves to teach in the public schools of this state are welcome to enjoy the advantages here offered. Candidates for admission should bring nominations from their county or city superintendent certifying to their physical health and good moral character, or such nominations may be obtained after coming to the school. No student need delay coming for lack of a nomination, nor under present practice is there any limit to the number that will be received from any legislative district.

It is confidently expected that the atmosphere of the school will be agreeable to those, and only to those, who appreciate their opportunities and are devoted to the purposes of the school and their own self improvement. Only such persons as give evidence of profiting by their attendance at the school and whose character is worthy of approval will be allowed to remain. Proper supervision will be exercised over the morals, manners and deportment of the students, and they will be held to strict observance of all needful rules and regulations. At the same time no unnecessary limitations will be imposed upon their freedom, while it will ever be the aim of the school to maintain a high standard of behavior, such as is characteristic of cultured ladies and gentlemen.

#### ENTRANCE EXAMINATIONS.

Admission to the normal classes may be obtained by taking an examination as prescribed by the Board of Regents. Such examina-

tions in U. S. History, Arithmetic, Geography, Grammar, Reading, Spelling and Writing are held at the beginning of each term; and candidates, while received at any time, are urgently advised to come at those dates, which are shown in the calendar. By so doing they may begin when new classes are formed and thus adjust their work more readily and satisfactorily. Candidates who have written upon any regular teachers' examination may ask the superintendent to send their papers in the first four branches named above, to the president of the school, who will cause them to be marked in each subject and an estimate will be made of spelling and writing upon the papers sent. The result of this examination will be sent directly to the applicant, who is thus enabled to take the entrance examination and learn his or her position in the school before leaving home.

#### CERTIFICATED TEACHERS.

Teachers holding first grade certificates are admitted to the Normal course without examination and given a credit of one-half year in the branches in which they are most proficient. These credits will be assigned by the President after conference at the school. It will often be true that a student can choose more wisely what credits to take and what studies he can profitably review after getting acquainted with the facilities the school offers and the standards maintained in each branch.

Teachers holding second grade certificates are admitted to the first year of the Normal course without further examination.

Applicants holding third grade certificates may be admitted to the preparatory class without examination, and will receive special credit in those subjects in which they earn high standings. Pupils holding a diploma of graduation from the common school course, regularly issued by the County Superintendent, will be admitted to the Review (Preparatory) class, or eighth year grammar grade, as they may choose.

Teachers holding third grade certificates will be admitted without examination to the "one year common school course" now offered for the first time. Students who show capacity and preparation above the requirements of the classes, or who fail to maintain themselves in the grades thus opened to them, will be reassigned by the teachers to other classes suited to their abilities.

## HIGH SCHOOL GRADUATES.

Graduates from High Schools having a four years' course, are on presentation of their diplomas, accompanied by proper statement of standings, admitted to the Junior year (or upper course) without examination: Provided, that any branch of the High School course in which passing standings are not obtained must be taken in class or by an examination at the Normal School.

It will be seen that this allows well-prepared students, by steady application, to complete the Normal Course and obtain the diploma at graduation, in two years. Some students, whose habits of study are not well enough fixed to carry them along in the freedom of the school, amid frequent attractions outside of class, will require more than two years, while the exceptional, or more mature graduates, may sometimes do more than the required work in the given time, or do all the work in less than the time allowed. In all cases graduation will be determined by the character and amount of work done rather than by the time spent in the school, and students will be recommended to the Board as candidates for graduation whenever the requirements are met. Students who finish their course during the year may thus sometimes be able to embrace an opportunity to teach for a part of the year.

Graduates from High Schools having a three years' course will be credited with one year's work selected from those branches in which they shall seem to have done best work. Such graduates may by close application finish the elementary course and receive the certificate at the end of one year. If they do not expect to engage at once in teaching it is frequently possible to arrange a more satisfactory and profitable course by disregarding the elementary certification and pushing on directly to the end of the full course.

The changes and additions authorized by the Board of Regents in February, 1896, enable this school to offer fuller and richer courses in science than heretofore. A full year's work in Physics or Chemistry is now open to the graduate from the High School beyond the work he has already had, and the laboratories are equipped to permit individual study to any desirable extent. Similar graduate work in biology will be provided for on demand.

For facilities offered in Languages, see page 38.

## ADVANCED STANDINGS.

Students who show in the classes to which they are assigned such familiarity with the subject and such mastery of expression and of methods of presentation as to make it probable that their time can be

better employed elsewhere, will be passed from those classes at once and allowed to take up other work. Persons of maturity and of experience will be permitted on favorable showing by examinations, to enter advanced classes and to take, early in the course, the professional work for which they are prepared. At the same time it must be urged that students do not get the best results from their efforts, do not lay any solid foundations for future growth, whose thoughts are centered on passing quickly, even though creditably, in the subjects prescribed. The best service the faculty can render is as a teaching body, rather than as examiners. The strength of the school lies in its spirit, and the opportunities and facilities offered, and time is an essential condition for all growth. The best students soon learn that they cannot afford to advance too rapidly, losing the advantage of recitation and conference with students and teacher.

## IRREGULAR (OR SPECIAL) STUDENTS.

The various subjects mentioned in these courses, in all of which this school offers instruction, may be classified as follows:

MATHEMATICS.	ENGLISH.	CIVICS.
Arithmetic.	Reading.	U. S. History.
Algebra.	Grammar.	Constitutions.
Geometry.	Composition.	Political Economy.
Trigonometry.	Literature.	General History.
SCIENCE.	PROFESSIONAL.	GENERAL.
Geography.	School Economy	Writing.
Zoology.	and Observation.	Spelling.
(Natural History.)	Theory.	Music.
Physiology.	Practice.	Drawing.
Botany.	Psychology.	Physical Training.
Physics.	History of Education.	
Chemistry.		
Geology.		
OTHER LANGUAGES.		Latin, German.

In these columns the order is not arbitrary, but each group presents what seems a rational and desirable sequence. Students will find it best to take in regular order some one of the different regular courses provided. (See pages 17 to 22.)

For the benefit of teachers who have a special object in view, or who cannot expect to continue in school long enough to finish any course, special studies may be selected under the advice and direction of the

President. That is, students may choose from the course with reasonable freedom such studies as are available, for which they show suitable preparation. Such selection will not however be permitted to interfere with the interests or progress of regular classes.

While those will always be welcome who come only for short periods, or as observers simply, yet students are advised to make their plans to stay at least a year, if that is possible. In that time any methods that might seem novel will have lost their newness, and the spirit which animates the method may be more fully appreciated. The longer a student remains in the school, the less, we hope, will be the possible tendency to use certain forms or formulas in teaching, and to pin one's faith to a certain method or device labeled "Normal;" and the more clear and distinct from constant illustration will be one's view of the underlying principles upon which all good teaching rests.

Teachers who wish to make special preparation for teaching in certain lines, as in Drawing, Science, or Language, are offered free use of the libraries, laboratories and apparatus; and will be given such assistance and direction by the several teachers as they may need, and the regular demands of class work permit. So far as is possible, such special aims will be considered in assigning practice teaching and directing observation and reading.

The facilities offered by the school for such special preparation have been enjoyed during the year past by several students. Their presence re-acts also upon the regular classes—in helpful ways. Such special students are not charged tuition, but their services are utilized and their progress aided by teaching classes in the Model School.

#### DIPLOMA OR CERTIFICATE.

Students who complete the elementary course or the one year "professional course," will receive from the Board of Regents a *CERTIFICATE*, which is a license to teach in any common school for one year. When endorsed by the State Superintendent this is equivalent to a *limited state certificate* authorizing the holder, for a period of five years, to teach in any common school, or to be principal of a high school having only a three years' course.

On the completion of either full course, *GRADUATES* will receive a *DIPLOMA*. This is a license for one year to teach in any public school of the state and when endorsed by the State Superintendent it becomes equivalent to a *life certificate* authorizing the holder to teach in any public high school or common school in the state. The endorsement

of the State Superintendent may be secured upon proof of one year's successful experience in teaching.

On the completion of the one year "common school course" the student will receive a statement to that effect signed by the President. This is not issued by the Board of Regents and has no legal validity, but is a simple testimonial of effective and commendable work done in the school along the lines specified. Whatever value it shall have for the holder will be due to the courtesy of school officers and their confidence in the efficiency of the instruction given and the tests applied at the school.

## MODEL SCHOOL.

### ORGANIZATION.

This School for Practice in teaching is organized in three Departments corresponding very closely to the division of common schools into three Forms.

The Primary Department embraces the pupils of the first three years at school, known as First, Second and Third Grades; the intermediate includes the Fourth, Fifth and Sixth Grades; and the Grammar Department embraces the Seventh and Eighth Grades, and during part of the year an advanced class known as Eighth Grade "A."

This school receives such pupils as are sent by parents to enjoy the benefits of the school, and in the upper classes some who are not yet ready to enter Normal or Preparatory classes. A moderate tuition fee and book rent are charged.

Each Department is in charge of an experienced, capable teacher, who does a good part of the teaching and has general supervision of the grades. The rest of the teaching is done by the practice teachers from the Normal Department, under the daily oversight of the Supervisor of practice teaching. Attention is given by all the teachers to the previous condition and instruction of the class, as well as to the requirements of the course of study. As the classes return in successive Quarters to the care of the regular teachers, all deficiencies are supplied and their regular progress in all lines secured.

## COURSES OF STUDY.

## PRIMARY DEPARTMENT.

**READING.**—The aim is to make intelligent sight readers, capable of grasping the thought of the author with little consciousness of the words employed and ready to tell quickly what unknown elements hinder them. Emphasis is placed upon the fact that we can give to others only what is clear to us. Naturalness of expression results. Pupils are trained to be good listeners as well as readers.

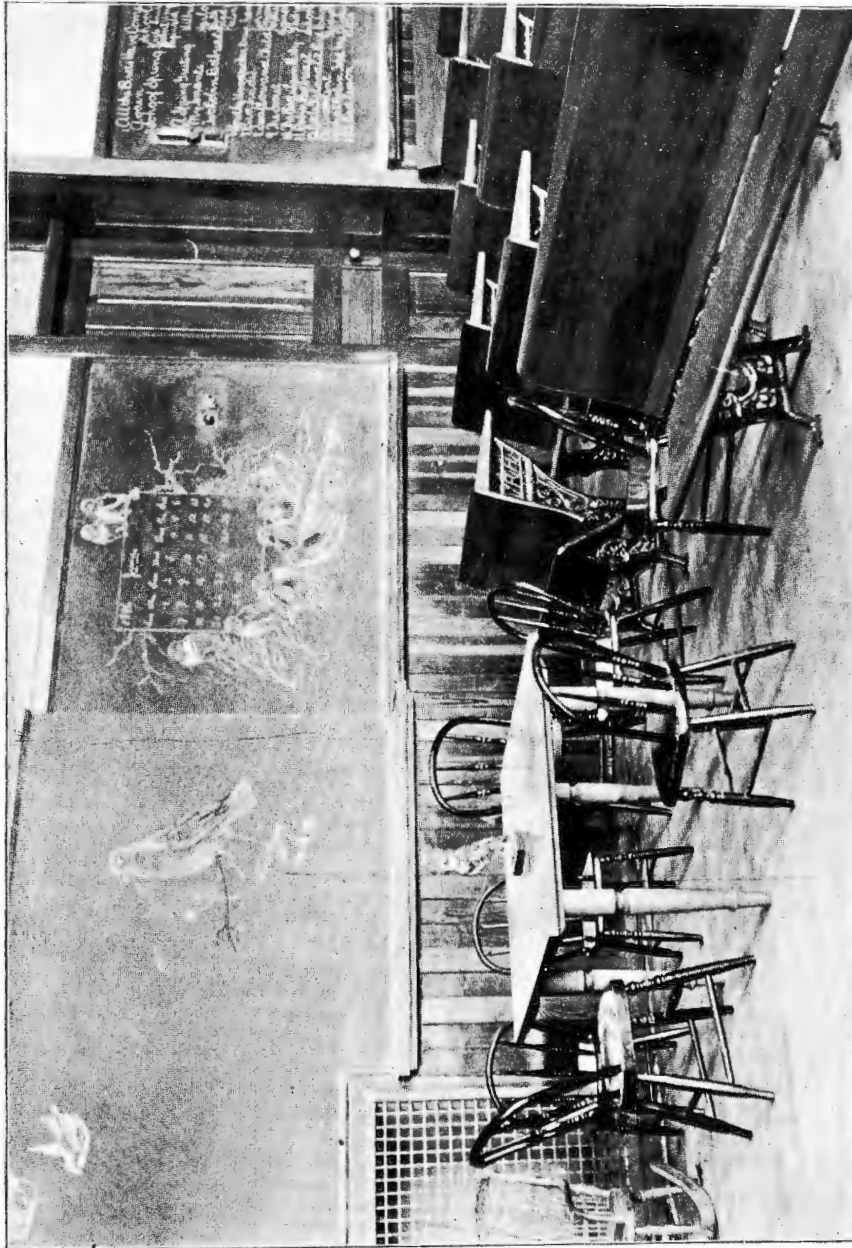
In the beginning, when the school room is a new world, the lessons preparatory to reading are conversations on subjects, pictures and the child's home interests. A large number of script words are taught, all of which are used in sentences. After the transition from script to print has been made, the blackboard work in script is continued until a paragraph of some length is easily read.

The first half of more than one First Reader is completed before much supplementary reading is introduced. With the Second Reader, simple fairy tales, rhymes and fables are used. With the Third Reader, stories in Greek mythology are added to fables and folk stories.

Spelling is not a separate exercise until a written vocabulary has been gained. So far as possible only correct forms are seen and care is taken that the child shall not repeatedly misspell. Phonic analysis is taught and used after the habits of thought-reading and correct spelling have been established.

**LANGUAGE.**—Oral language has an important place from the first. An effort is made to induce the child to talk freely. Faulty, incomplete sentences are corrected with care. Objects and pictures are described. Good stories are told, such as Red Ridinghood, The Three Bears, The Ugly Duckling and the Pea Blossom; these are reproduced orally. Short selections are learned.

Written language begins when the impulse comes to re-create with crayon the thought gained from the board. Short sentences are copied; later, paragraphs. Attention is paid to common punctuation marks and to capital letters. Children's own reproductions are copied from the board. Blanks in sentences are filled with appropriate words. Sentences are composed containing familiar given words and in answer to questions. The composition of short stories and letters is emphasized in the last part of the second year. In the third year the foundation is laid for geography in lessons on location, and obser-



A BIRD-DAY IN THE PRIMARY.

vation of different forms of life. Child life of other lands is studied, and furnishes the thought material for composition, as does also the study of home geography.

**ARITHMETIC.**—This study is presented, as far as possible, in such a way that it will appeal to the child as being a part of real life. The habits of accurate thinking, neat, skillful and rapid execution, truthful and independent representation, are always held in view. Objects familiar to the child are counted and grouped. Simple practical problems are given. Children are encouraged to make problems.

Figures are introduced when a considerable knowledge of the numbers below ten has been gained; and signs are taught when they are needed for use. All the fundamental operations in numbers under twenty together with the multiplication tables to twelve are taught. Fractions are introduced from the beginning with multiples of two, three, four and five.

A book is used at the beginning of the second year. Analysis comes with the ability to read and picture mentally the concrete problems in the book. The facts in denominate numbers are taught as they come within the numbers studied. Actual measurements are made by the children. Prince's Arithmetic by Grades, Book III., is begun in the latter part of the third year.

**VOCAL MUSIC.**—The Major Scale is presented as a whole. Tone relations are taught by dictation. The sense of Rhythm is developed and various forms of measure are presented. Tune and time are united. Six-part measure is taken up and key and time signatures with the position of key note in nine keys are taught. First Series of Charts and First Reader of Normal Music Course are used. Rote songs.

**DRAWING.**—Drawing in the Primary Department is the beginning of the study of form through the three divisions of drawing,—Representation, Construction and Decoration. It is developed by means of the handling, feeling and drawing of types and natural forms and by means of stick and tablet laying, cutting, folding and pasting. The study of color is also carried on in connection with nature and elementary decoration.

It is the purpose to lay such a foundation that the children's ability to express thoughts by means of drawing may be equal in fluency and accuracy to any other form of expression. To aid in this, drawing is correlated with reading and science. All of the work is carried on in close connection with observation and representation of forms in nature.

## INTERMEDIATE DEPARTMENT.

**READING.**—Throughout the Intermediate Grades preference is given to complete classics rather than school readers. Criticisms of the oral reading are so directed that a good interpretation of the thought by correct emphasis and inflection is considered of more importance than skill in word-calling; thus impressing upon the pupil's mind the necessity of getting the thought before attempting to read. Clear enunciation and in general correct pronunciation are considered necessary to good interpretation. Preliminary to each oral reading exercise, are given short vocal drills, designed to produce flexibility of voice, and ease and accuracy of articulation. There are frequent exercises in sight reading, and practice in silent reading followed by reproduction of the thought. Memorizing of selected passages throughout the course.

Among the books read in class are the following: King of the Golden River, Swiss Family Robinson, Hawthorne's Wonder Book, Hiawatha, Courtship of Miles Standish, Lamb's Tales From Shakespeare, Harper's Fourth Reader, and Heart of Oak No. III.

**LANGUAGE.**—Every expression by pupils, either oral or written, is regarded as a proper subject for instructive criticism; hence every exercise is to some extent a language lesson. Special instruction in language is also given in all grades, with much composition and letter-writing. Pupils are first furnished by the teacher with abundant material for thought, and are required to give a clear oral expression of this before the written expression is called for.

During the Fall and Spring Quarters the basis of Composition work consists of nature study, including, for the most part, plant life, flowers with flower-myths, birds and insects. During the Winter Quarters, history and biography furnish the subjects. Mythical, pioneer and Revolutionary heroes are interesting and stimulating subjects, as are also the biographies of men of high character and aim. Language is also correlated with geography and reading. Some familiarity with the terms of formal grammar is established through the incidental use of them by the teacher.

**ARITHMETIC.**—The aim is to secure quickness and accuracy in computation and conciseness in oral and written expression of processes and results. The effort is made to establish a permanent habit of dissatisfaction with any process that is not understood; also the habit of self-reliance by teaching the use of lines, diagrams, and various sorts of picturing and concrete illustrations, as a means of assistance to the



reason in determining the truth. In the choice of matter, only essentials are taken. Prince's Arithmetic by Grades, Books III, IV and V, are used.

GEOGRAPHY.—First the world as a whole is studied, Frye's Primary Geography being used as a text book.

Then the movement is from home outward,—the county, state, United States, and Our American Neighbors, being studied in the order named. Emphasis is placed upon the study of our own state, so that it may become in as many particulars as possible, a standard of comparison, along the lines of both similarity and difference, to be constantly used in the study of other states and of foreign countries.

Later, the Eastern Hemisphere is taken up for particular study, it being already somewhat familiar to the pupils, both as to its map representation, and its commercial and historical relations, through frequent reference to it during the study of the Western Hemisphere.

Map drawing serves a double purpose. One great object is to fix geographical facts in the memory. Here, the mechanical parts are done in as easy and rapid a manner as possible. A second benefit is secured by occasional careful drawings to scale and in the most approved methods of relief representation.

VOCAL MUSIC.—Chromatic tones are developed. The study of time is continued, taking up divided pulsation. The Second Series of Charts and Second Reader of the Normal Music Course are used. Rote songs.

DRAWING.—Less clay modeling and more work in construction, representation, free-hand and color. Historic ornament is introduced more extensively, being taught largely through story and symbolism. Prang's Complete Course, Books No. III to VIII, inclusive.

#### GRAMMAR DEPARTMENT.

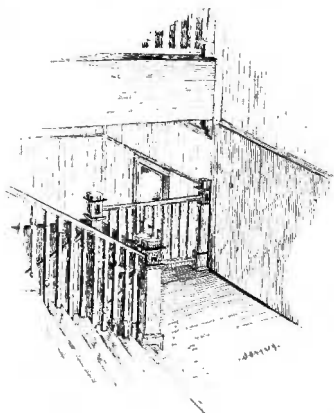
READING.—In the Seventh Grade the aim is first to get the thought and then to enunciate clearly. In order to secure the latter much drill is given in pronouncing difficult combinations of consonants. The long vowels furnish material for drill in emphasis and inflection. During the year the following are read: Evangeline, A-Hunting of the Deer, Story of a Bad Boy, Eggleston's History of the U. S.; Selections from Harper's Fifth Reader and Heart of Oak No. IV.

In the Eighth Grade, stress is laid upon the literary side of reading, the following books being used in class: Lady of the Lake, Merchant of Venice, Cricket on the Hearth, Christmas Carol and Enoch Arden.



MAIN HALL, LOOKING EAST.

GRAMMAR.—The work presents two phases,—Composition and Technical Grammar. Descriptions and narrations already studied in geography and reading are reproduced while other topics are given, designed to stimulate the imagination. Letter writing continues throughout the course. Practical English Grammar by Mary F. Hyde, Maxwell's Grammar and Welsh's Composition are used as text-books.



LANDING, MAIN STAIRWAY.

MATHEMATICS.—Arithmetic and Algebra constitute the course in mathematics. In the Seventh Grade measurements of plane figures, denominate numbers and problems in proceedings are taken up.

In the Eighth Grade percentage, involution, evolution, measurement of plane figures and solids are considered first and then a thorough review of the arithmetic is given. Throughout the arithmetic analyses are required. Mental problems are given for drill in the principles, to preserve readiness in computation, and to keep active the minds of the pupils. Mensuration is based upon actual measurement as far as practicable and as much of the geometric proof is given as is helpful.

In algebra the drill is upon the fundamental operations of whole numbers and fractions, factoring, least common multiple, and highest common factor. The aim is to lead pupils to see general truths of number and that the same principles that have been learned about numbers are true when applied to unknown quantities.

Prince's Arithmetic Book VI; Advanced Arithmetic, Cook and Cropsey; Elementary Lessons in Algebra by Sabin and Lowry are used as texts. Supplementary work is given.

GEOGRAPHY.—History, and political and physical Geography, alternate. In political geography each country is considered with regard to its surface, climate, productions, people, commercial centers and places of special interest, historic or otherwise. Harper's Grammar School Geography is used as a text while among the valuable reference books in use are Dunton's The World and Its People; Ballou's Footprints of Travel; Knox's Boy Travellers; King's Geographical Readers and Harper's and Century Magazines.

In the Physical Geography the physiography of the continent of North America is taken up. The aim is to lead the pupils to reason from cause to effect and to observe the natural phenomena about them. The text used is Shaler's Story of Our Continent. Useful reference books are: Shaler's Nature and Man in America; Dana's The Geological Story Briefly Told; Tyndall's Forms of Water; Buckley's Fairly Land of Science; Geology of Wisconsin; Harper's and Century Magazines.

Twenty weeks of the Seventh Grade are given up to the History of the United States through the Revolution. At the same time patriotic literature bearing on this time is read. Twenty weeks are given to this subject in the Eighth Grade. During this time the constructive period of our history is studied. The topical form of recitation is used. Maps colored with crayon help to fix settlements and possessions gained in war. The following books are popular among the pupils: Coffin's Boys of '76; Coffin's Drum Beat of the Nation; Moore's Pilgrims and Puritans; Soley's Sailor Boys of '61; Montgomery's Beginners; American History; Higginson's History of the United States.

VOCAL MUSIC.—Major, Minor and Chromatic Scales are studied. The F or bass Clef with staff representations in nine keys is presented. The Second Series of Charts and Second Reader of the Normal Music Course are used. Rote songs. In all the work an effort is made to secure erect, natural positions of the body, distinct articulation, purity and vitality of tone and intelligent artistic expression, both in exercise and song.

DRAWING.—More attention is given to the subject of decoration through historic ornament, applied designs and designing of simple pottery forms. Instruments are used in mechanical construction. The study of the individual color, and color decoration, is continued, through cutting, pasting and historic ornament. Simple light, shade and sketch effects are begun. Prang's Complete Course, Books IX. and X.

### COMMON SCHOOL REVIEW COURSE.

When this State Normal School was first opened in September, 1894, the prospectus contained a proposed one-year course for the benefit of those teachers who needed a review in common branches but could not expect to spend enough time at the school to complete



the Elementary Course. The schedule then arranged was very flexible and permitted a wide choice of subjects and grades.

In the catalogue of 1895 it was said, "It is believed that this is a practical selection for many who hold third grade certificates." "This is not a definitely recognized course, but a selection from the first two years of the Elementary Course, and may even substitute for those who must, some studies in the Preparatory Class. It is an experiment to ascertain whether there is a reasonably large number of persons who expect to teach in the common schools who will undertake such a definite short course. Another purpose is to find out, if such a demand exists, what is the selection best adapted to meet the demand.

The brief course outlined above has been approved by many superintendents and school officers, whose opinion was sought."

For this course there was no authorized recognition; the student was to obtain simply a statement of standings signed by the President of the school. The urgent need of such preparation for work in common schools, coupled with the large number of Normal students teaching and intending to teach in the district schools before graduating, led the Board of Regents, on the recommendation of the Presidents of the schools to definitely establish and recognize this course, and to authorize a certificate to be issued to all those who successfully pursue the course marked out.

The features of this course to which special attention is called are; first, in each branch the instruction begins at a point easily reached by a good student from the common school; second, time enough is given to English and branches that must be taught to secure a fair mastery; third, in mathematics, science, music, drawing, there is a choice offered of some work that is new, inspiring, helpful to ambitious young teachers; fourth, some elementary professional work, including one quarter of practice teaching.

These three quarters of professional work must be specially useful in modifying previous ideals of teaching, of discipline and of the most available means to serve the general purposes of the school. It is the dominant purpose of this school to be helpful to teachers in the most direct ways, and therefore the logical order of mastery of subject, of theory and of method before admission to the practice school, is for the present, for the purposes of this experiment interrupted. This practice teaching will not be taken "as a matter of course," but only by those who have achieved definite success in preliminary work, and who are approved by the teachers of the school.

Those who complete this course will receive a certificate signed by the President of the school. (See page 49.)

## RELATIONS WITH THE STATE UNIVERSITY.

By agreement between the governing boards of the respective institutions, the following regulations have been adopted to govern the relations of the Normal Schools with the University:

First, That the Regents of the University shall provide as follows:

I. To graduates of the advanced courses of the State Normal Schools a course of two years will be offered leading to the degree of Bachelor of Philosophy in Pedagogy, which shall have advanced pedagogy and philosophy as central studies, with one language and other studies as secondary courses. To this course such Normal graduates will be admitted as juniors.

II. Normal graduates entering other courses in the University will be ranked as juniors, but they will be expected to meet the requirements of these courses substantially as is done by other students, under the following conditions:

1. Full credit will be given for all Normal School work which is equivalent to University work.

2. The basal studies of the University courses will be required of such students, in addition to two years of University work, so far as they are not covered by credits for work done in the Normal School.

By basal studies are understood:

(a) The studies prescribed for the Freshman Year in the course which the student enters.

(b) The first year's course of studies which begin in Sophomore Year, like Chemistry or French.

III. This plan shall go into effect at the beginning of the school year 1897-8, graduates of the Normal Schools of the year 1897 being received on the present basis.

Second, That the Board of Regents of the Normal Schools enact the following:

1. That such adjustment of the work in the Natural Sciences in the Normal Schools be made, as to provide for each graduate seeking admission to the Junior class of the University a whole year's work in some one science.

2. That the course in Mathematics in the Normal Schools be so extended as to include Trigonometry.

3. That the work in German in the Normal Schools be extended so as to include the first year's work in German in the University.

## GENERAL INFORMATION.

## LOCATION.

The sixth State Normal School was located at Stevens Point by act of the Board of Regents July 22, 1893. The building was so near completion that the school was opened, on the day advertised, September 17, 1894, and the regular work of a Normal School has been carried on since with a full corps of teachers and steadily growing attendance. The summary of enrolment (see page 16) will show from how wide a district students have sought the school, as one or more are registered from thirty-seven different counties.

Stevens Point is a city of over nine thousand inhabitants, on the east bank of the Wisconsin River, very near the geographical center of the State. It is an important station on the main line of the Wisconsin Central Railroad, a little less than half way from Milwaukee to St. Paul, and from Ashland to Chicago, and has four daily trains each way. The Green Bay, Winona & St. Paul Railroad also enters the city, furnishing communication east and west.

It has been for many years the seat of a flourishing lumber trade, and more recently the water power and other natural advantages have been turned to account in various manufacturing enterprises. Among the important industries are paper mills, planing mills, foundries and the extensive car repair shops of the Wisconsin Central lines.

Stevens Point is a quiet, orderly town, busy, well-governed; has paved streets and pleasant homes; is lighted by gas and electricity; has a good water supply well distributed, a paid fire department and free mail delivery,

## BUILDING.

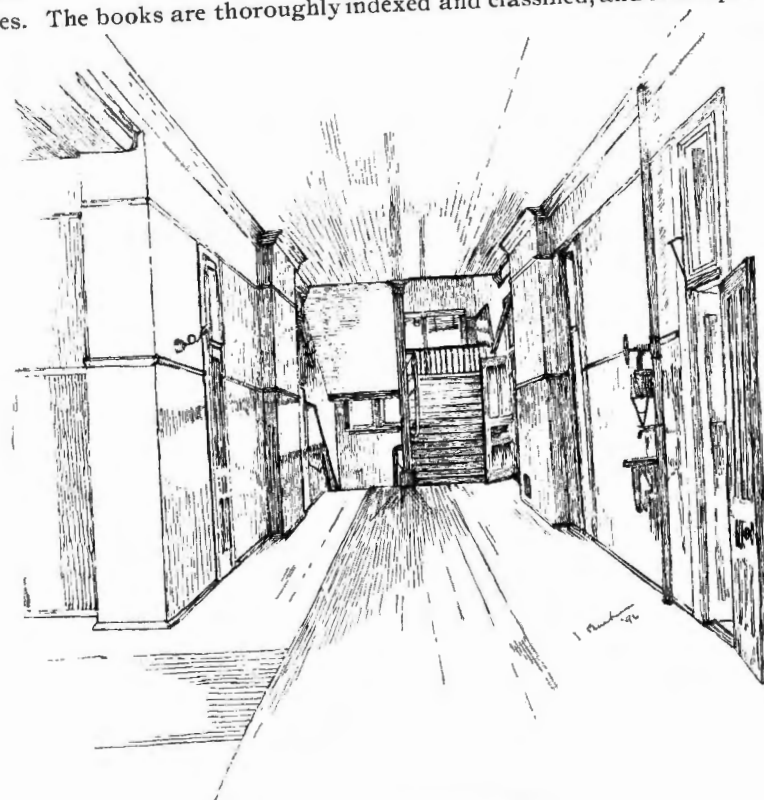
The building occupies a fine site of five acres, fronting on Main Street, in the eastern part of the city. The Public High School and a fine brick Ward school are in the immediate neighborhood. The lawn has been carefully graded and given a fine preparatory top dressing and a beginning made in beautifying the grounds. The building is large, conveniently arranged and well adapted to the purposes of a Normal School. It is of Black River Falls pressed brick, rising above a basement wall of cream colored sandstone with light cream colored terra cotta trimmings.

Beside the fuel and boiler rooms, the janitor's convenient apartments and the men's cloak rooms, the basement contains a playroom for the children of the Model School, the floor of the gymnasium, well furnished bath rooms and dressing rooms adjacent to the gymnasium. The first floor is almost wholly given to the Model School, except that

part occupied by the upper portion of the gymnasium. The second floor is occupied by the Normal School proper; only the science laboratories are on the third floor. The class rooms are large, convenient, and the system of mechanical ventilation, controlled by the Johnson Heat Regulator, forces into every room a supply of fresh air of suitable temperature, free from sudden changes, so dangerous as well as annoying. The building is kept steadily at 68° to 70° Fahrenheit in the coldest weather. A report made to the Board of Regents by an expert after a careful test, shows that the air of the entire building may be changed five to six times an hour, securing abundant ventilation. All these rooms and the corridors are abundantly lighted, and the finish throughout of Georgia pine gives a cheerful, pleasing effect.

## LIBRARY.

For the reading-room and library there is a light airy room kept open throughout the day, having about one thousand feet of floor space and five hundred linear feet of shelving. Students are free to draw books or read at any time when not actually engaged in class exercises. The books are thoroughly indexed and classified, and a complete



MAIN HALL, LOOKING WEST.

card catalogue supplied. This makes all the resources of the library on any special topic readily available for the use of any class. Students may also thus become acquainted with the simplest principles of library economy and labor saving devices and plans of library management most generally adopted.

The library is free for all students of the school except for the small charge noted below. Care has been used in expending the funds available for this purpose so as to secure the most serviceable collection of books for each department of the school. A fair beginning has been made in pedagogy, history, biography, civics, general literature and science, besides a liberal provision of cyclopedias and books of reference. Extensive additions made in each line during the present season give an excellent working library of about four thousand volumes. Among the books already on hand are some valuable public documents and many pamphlets of special service to the student. About 200 volumes of bound periodicals have been obtained, giving continuous files of some valuable magazines and journals for recent years. In geography, history and political science these will be in constant use.

The library has so far been cared for and assistance rendered to the students by the several teachers, who have shared the responsibility. The teachers will continue to render assistance, but will to a larger extent look after the interests of their several departments, while the librarian will devote her whole time to the service of the school through the library.



In addition to the usual duties devolving upon her, she will meet the school in sections, one hour each day, for instruction in the convenient use of the library outfit, and such matters of library economy as choice of books, binding, ordering, classifying, recording, and other matters of importance to

teachers in view of our present library laws. She will also have general charge of Library Readings to be pursued by all students.

The reading-room has grown steadily in interest and attractiveness. Through the matter thus supplied, the world is brought to our doors and all the latest news and most advanced thought in various lines of human activity.

Twenty-five cents per quarter is collected of each student in the normal and preparatory classes for the maintenance of the reading-room and extension of library facilities.

The following periodicals are found on the Reading Room tables:

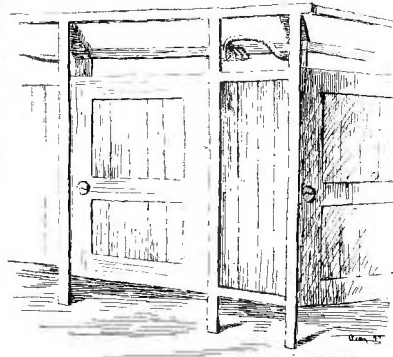
American Journal of Sociology.	Life.
American Historical Review.	McClure's Magazine.
American Geographic Magazine.	Nation.
Appleton's Popular Science Monthly.	New England Magazine.
Arena.	North American Review.
Art Amateur.	N. Y. Evening Post.
Atlantic Monthly.	Outing.
Century.	Outlook.
Forum.	Public Opinion.
Garden and Forest.	Review of Reviews.
Harper's Bazaar.	St. Nicholas.
Harper's Monthly.	Scribner's Magazine.
Harper's Round Table.	Scientific American.
Harper's Weekly.	Scientific American Supplement.
Lend A Hand.	Youth's Companion.
Ladies' Home Journal.	
Child Garden.	Public School Journal.
Educational Review.	School Journal.
Intelligence.	School Review.
Little Men and Women.	Week's Current.
National Journal of Education.	Western Teacher.
Primary Education.	Wisconsin Journal of Education.
Pedagogical Seminary.	
Chicago Times Herald.	*Stevens Point Daily Journal
Milwaukee Sentinel.	
*Eau Claire Leader.	*Phillips Times.
*Greenwood Gleaner.	*Stevens Point Journal.
*Necedah Republican.	*Viroqua Republican.

The editors of "The Normal Pointer," edited and published by the students of this school, have also contributed a large exchange list. These school papers afford students an opportunity not only to see what other schools find worthy of mention in their experiences, but also to compare ideals and achievements.

\*Contributed by the publishers, for which grateful acknowledgements are hereby made.

## THE GYMNASIUM.

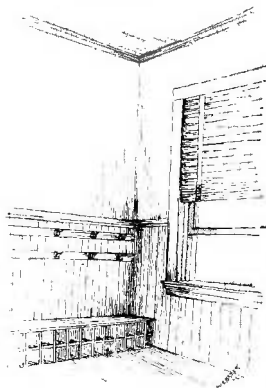
The gymnasium, 51-6 x 69-6, with a height of 25 feet, one of the largest and best equipped school gymnasiums in the state, has a running gallery with inclined track, and is equipped with needed apparatus for light and heavy gymnastics. This is sufficient in quantity to accommodate the school fully, and in variety embraces all the really distinct and serviceable machines. Beside the usual bells, clubs, wands, there are chest weights in full variety, rowing machine, quarter circle, vaulting bar, jump stand, parallel bars, upright bars, German horse, Swedish horse, flying rings, traveling rings, climbing ropes, battle ball, etc. There is also a full supply of the most useful anthropometric apparatus.



MEN'S BATH ROOM.

This department is under the care of a graduate of Dr. Sargent's Normal School of Physical Training, Cambridge, Mass., who devotes her entire time to physical training and the teaching of elementary physiology and hygiene.

The bath rooms adjacent to the gymnasium are provided with tub, shower and sponge baths, dressing rooms and lockers. Additions have been made to the bath rooms during the past year so as to meet the demand arising in connection with the gymnasium practice and outdoor athletic sports. Additional lockers have been provided for both men and women, affording needed facilities at slight cost.



CORNER CLOAK ROOM.

For the young men, sweaters and tennis shoes are necessary. The boys in the model school have tennis-shoes for their work.

The young ladies provide themselves with the regular simple gymnasium costume (blouse and divided skirt), permitting freedom of movement and healthful activity. This may best be got after reaching the school, and will cost about \$4.00, a little more or less, according to the quality of the material. The director of the gymnasium has been able, by getting several at once, to make the cost, as well as trouble, as little as possible, while securing more satisfactory results.

All students are expected to take the physical training unless reasons of health forbid. The physical measurements taken during the past two years reveal not only the call for such attention to bodily conditions, but the direct and evident benefit to those who faithfully and willingly follow the forms of exercise prescribed.

In addition to the usual class exercises, the physical measurements of each student are made the basis of special prescription of exercises suited to the needs of each individual. The "free hour" in the gymnasium, and other appointed times may be used for this practice.

## RECREATION.

The students maintain an Athletic Association, open to all interested members of the school. This body manages the home "field day" sports, and arranges for such friendly contests with other similar schools as may be practicable and profitable. The students of Lawrence University and of Whitewater and Oshkosh Normal Schools have thus been entertained at Stevens Point.

Foot ball, base ball and tennis afford agreeable variety of outdoor sports. For the last named excellent courts are provided.

The gymnasium is open a portion of every day for voluntary practice and exercise, and is freely used.

A literary society, called "The Arena," of which students of both sexes are members, gives needed opportunity for literary culture, elocution and parliamentary practice, as well as incidental relaxation and diversion. The programs show the usual debates, declamations, papers, essays and musical numbers.

A male quartet, a ladies' quartet and an octet show a movement in a direction heartily encouraged. Occasional evenings are given to social entertainment, not only for rest and recreation (a sufficient reason), but in the full belief that in the development of the social nature and quicker sympathies will be found a source of power for the teacher. While amusement cannot be a main end in any well ordered life, there seems no reason why school or teacher should have so little apparent relation with common human life and its familiar natural enjoyments. More attention will be given to this matter of social culture and suitable recreation.

## BOARDING.

Rooms for self-boarding may be had in convenient locations. Prices range from fifty cents per week upward, according to location, size and furnishing of the room. Suits of two or three rooms can sometimes be had very cheaply. Students are not advised to adopt self-boarding when any other plan is practicable, since there is a very strong tendency to fall into ways of living not conducive to health and vigorous prosecution of the work of the school. It must be remembered that cooking and housework take *time*; while to yield to the temptation not to cook means lowered vitality.

In some cases small groups of students form clubs and thus divide the work and reduce expenses.

Board and rooms may be had together or separately, including fuel

and lights, at prices ranging from \$2.50 to \$3.25 per week, according to the accommodations furnished and distance from the school. The usual price, when no special condition exists, is \$3.00 per week, and this is paid by most students.

When only a few students live in one place, the conditions are much more like those of the family life at home, and favorable to studious habits. For this reason the school discourages placing a large number of students under one roof. It is not thought advisable, on the whole, for young men and women to board at the same house, and such permission will only be granted in exceptional cases.

Students are earnestly advised to engage single rooms whenever that is possible, and thus secure reasonable privacy for themselves, as a most favorable condition of rapid progress and development of independence and self-reliance.

A list is kept of suitable boarding places to which students will be directed. Time and trouble may be saved by writing to the president to secure rooms before leaving home, and then students may go directly from the depot to their rooms. If this has not been done students should come at once to the school, or after 5 o'clock in the afternoon to the residence of the president, 402 Pine Street, corner of Division Street. Baggage may well be left at the depot until a boarding place is found. The cost of carriage, including transfer of baggage, will be twenty-five cents.

#### EXPENSES.

To those persons who pass the entrance examination for the Normal department, and who declare their intention to teach in the public schools of this state, tuition is free in the Normal grades. (See page 44.)

Those persons who do not expect to teach but show themselves qualified to enter Normal classes, and those who do not pass the entrance examination, are received on the payment of tuition as fixed below:

Normal classes.....	75 cents per week.
Review (Preparatory).....	40 " "
Model School.....	15 " "

All books needed, except drawing books and others destroyed in the using, are furnished by the state and loaned to the pupils at the following rates:

Normal and preparatory departments, ..	75 cents per quarter.
Grammar grades.....	50 " "
Intermediate grades.....	37 " "
Primary grades.....	25 " "

For the maintenance of the Reading Room, and care of Reading Room and Library, (now combined) 25 cents per quarter will be collected of members of the Normal and Preparatory classes.

In the gymnasium a charge of twenty-five cents per term is made for the use of private lockers for clothing.

There are no other charges or extras imposed by the school.

For one who expects to teach and enters the Normal department, the total necessary expense per quarter of ten weeks is as follows:

Tuition.....	Free
Board and room, (about).....	\$30.00
Books and library.....	1.00
Stationery, etc.....	1.00
	<hr/>
	\$32.00

One hundred and forty dollars is ample allowance for necessary expenses for one year of forty weeks. Each student will vary this sum according to the amount of his incidental personal expenses; and the amount may be reduced by self-boardings. All dues are payable quarterly in advance.

#### SUGGESTIONS.

The Green Bay, Winona and St. Paul Railroad connects with the Chicago & North-Western system at Merrillan and New London, and with the Chicago, Milwaukee & St. Paul at Centralia. The Wisconsin Central connects with the Chicago & North-Western system at Eau Claire, Chippewa Falls, Marshfield and Neenah, and with the Chicago, Milwaukee & St. Paul at Junction City and Portage. In nearly all these cases there are union depots, with no transfer fees.

ADVICE regarding best connections will be given on request of any who intend coming to the school.

All specific questions relating to the school will be cheerfully answered and catalogues and circulars freely sent on application to the President.

#### TEXT BOOKS IN USE.

##### PRIMARY GRADES.

Harper's First Reader.	Old Stories of the East.
Harper's Second Reader.	Scudder's Fairy Story and Folk Lore.
Easy Steps for Little Feet.	Riverside Primer.
Eclectic Stories for Children.	Verse and Prose for Beginners.
Fables and Fairy Stories.	Prince's Arithmetic by Grades.
Old Greek Stories.	

##### INTERMEDIATE GRADES.

Harper's Readers.	Hiawatha.
Heart of Oak Books.	Swiss Family Robinson.
Hawthorne's Wonder Book.	Prince's Arithmetic.
King of the Golden River.	Frye's Geography.
Courtship of Miles Standish.	Eclectic Geography.
Lamb's Tales from Shakespeare.	Normal Music Readers.

##### GRAMMAR GRADE.

Harper's Readers.	Twelfth Night.
Heart of Oak Books.	Eggleston's U. S. History.
Evangeline.	Hyde's Lessons in English.
Courtship of Miles Standish.	Maxwell's Advanced Grammar.
Lady of the Lake.	Harper's Geography.
Merchant of Venice.	Shaler's Story of our Continent.
Grandfather's Chair.	Normal Music Reader.
Selections from Tennysons Poems.	Cook's Advanced Arithmetic.

##### PREPARATORY CLASSES.

Milne's Standard Arithmetic.	Hyde's Lessons in English.
Harper's Geography.	Maxwell's Advanced Grammar.
Frye's Geography.	Montgomery's American History.



## NORMAL SCHOOL.

Collins's Algebra.	Hinsdale's American Government.
Milne's Standard Arithmetic.	Fiske's Civil Government.
Shutts and Van Velzer's Geometry.	Dole's American Citizen.
Rand-McNally Geography.	Laughlin's Political Economy.
Tilden's Commercial Geography.	Walker's Political Economy.
Eclectic Physical Geography.	Spalding's Introduction to Botany.
Whitney's Essentials of English Grammar.	Gray's School and Field Botany.
Humphrey's Work with Words.	Remsen's Chemistry.
Fiske's U. S. History.	Jordan's Manual of Vertebrates.
Myers's General History.	Le Conte's Elements of Geology.
A. S. Hill's Principles of Rhetoric.	Bailey's Essentials of Reading.
Hill's Rhetoric and Composition.	Chute's Laboratory Manual of Physics.
Hawthorne & Lemmon's American Literature.	Carhart & Chute's Elements of Physics.
Pancoast's Introduction to English Literature.	Brande's Physiology.
Masterpieces of American Literature.	Foster and Shore's Physiology.
Masterpieces of British Literature.	Loomis's Glee and Chorus Book.
Mooney's Foundation Studies in Literature.	Sully's Handbook of Psychology.
American Scholar.	White's Pedagogy.
Lowell's Poems.	Patrick's Pedagogics.
Twelfth Night.	Rousseau's Emile.
Macbeth.	Quick's Educational Reformers.
Milton's Lyrics.	Manual of the Elementary Course of Study.
	Laws of Common Schools, Wisconsin.
	White's School Management.

## GERMAN.

Collar-Eysenbach, Shorter Course.	Ein Knopf.
Studien und Plaudereien.	Undine.
Rosenstengel's Reader.	Die Journalisten.
Einer Musz Heiraten.	Minna von Barnhelm.
Hoher Als Die Kirche.	Maria Stuart.
Ali Baba.	Nathan Der Weise.
Der Neffe Als Onkel.	

## LATIN.

Tuell and Fowler's First Book in Latin.	Caesar's Gallic War.
Allen & Greenough's Grammar.	Cicero's Orations.
Daniell's Latin Composition.	Virgil's Eneid.
	Livy, Books 21 and 22.

## TO OUR FRIENDS.

The generous assistance of our friends of the Press, and of superintendents, teachers and school officers in making known the advantages offered by this State Normal School is fully appreciated. Acknowledgment is hereby made on behalf of the school and of the people thus served.

It is our wish to maintain close friendly relations with all grades of public schools, and teachers and all others interested are cordially invited to visit and inspect any classes or exercises at any time.

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